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AUTHOR Knights, Christine
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ABSTRACT

Using instructional system design, a unit of instruction for teaching problem solving through literature to at-risk students was developed to reduce frustrations, increase productive time on task, and show low-achieving students that they can have fun in an English classroom. The target population was a 7th-grade multi-ethnic English class of 28 students ranging in age from 11 to 14 years old, all at the same grade level. Instruction was provided in eight separate lessons, each with its own related, but unique objective. An essay served as a posttest of application of the material learned. A reaction questionnaire measured behavioral and attitudinal changes. Results indicated that: (1) student retention remained high after a 2-month interval; (2) all students learned the problem-solving process and the names of the events of a story; and (3) many students sought reading materials more readily, while others still read only what is assigned. (Five tables and one figure of data are included; a pre-instructional activities sheet, a paper giving the format for instructional strategy, a project planning chart, reproductions of transparencies, definitions of story terms and events, the post learning test and questionnaire, reproductions of flip charts, and a 20-item bibliography are attached.) (RS)

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The Faculty of the
School of Media and Arts
of The New York Institute of Technology

accepts the
Thesis/Project

TEACHING PROBLEM SOLVING TO AT-RISK STUDENTS THROUGH LITERATURE

This project was conducted using the principles and techniques of instructional system design (ISD). The document is a report of the designer's plans and experiences in carrying out the design, development, implementation, and evaluation of the project. A plan, budget, analysis of findings, and recommendations are included.

written by

Christine Knights

in partial satisfaction
of the requirements for the degree of

Master of Science

Participating Faculty Mentors and Reviewers

Ruby Hicks

Angus Reynolds, Ed.D.

Dr. Angus Reynolds
Associate Dean, Graduate Programs
in Training and Learning Technology
January 15, 1991

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TEACHING PROBLEM SOLVING TO AT-RISK STUDENTS

THROUGH LITERATURE

a

THESIS/PROJECT

by

CHRISTINE KNIGHTS

submitted to the faculty of the

School of Media and Arts

of

NEW YORK INSTITUTE OF TECHNOLOGY

in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

in

TRAINING AND LEARNING TECHNOLOGY

JANUARY 15, 1991

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It is vital for me to have the opportunity to recognize the support system on which I have depended, for the last two years. Especially my family, friends, and colleagues.

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CHAPTER 1

INTRODUCTION

Overview

Children who are at-risk are labeled as such for a variety of reasons. Primarily they are at-risk because they are children who generally have the intellectual capacity for success, yet do not fit into the traditional school setting. Many of these students experience failure academically and socially so they leave school and its pressures when they have a feeling of "copelessness."

All too often dropping out seems to be the only alternative for these frustrated youngsters. It is not the answer that educators should accept. If methods are employed which can improve such areas as listening skills, reading comprehension, and the desire to read for enjoyment, at-risk students will be equipped with some of the tools for success.

Increased desires pay off with dividends of successful performances and an increased sense of self worth. Once self esteem is raised it is far easier to teach the students, because they know the sweet taste of achievement, and it too becomes desirable to them.

There is an abundance of current, cognitive research that focuses on many issues concerning the at-risk student, dropout prevention, and increasing literacy. Some of the research is geared specifically to helping students to cope, by empowering them with various problem solving techniques.

To meet this challenge The University of the State of New York, State Education Department designed a new English Language Arts

Curriculum in 1989. One of the objectives stated in the Field Test Edition is that an English language arts program ensures that students will learn to:

- gain information, discover meaning, understand logical relationships, and make judgments through critical listening, reading, and viewing
- speak, write and solve problems creatively
- communicate emotions, ideas, opinions, values, experiences, and information
- discover both the power and the beauty of literature as a mirror of human experience, reflecting human motives, conflicts, values, and traditions

Thus, teachers of English language arts, of which literature is an important ingredient, are responsible for teaching problem solving skills to their students. This task can be accomplished through the teaching of literature.

A junior high school English curriculum which concentrates on literature in which the themes stressed are conflict and resolution, problem solving, and real life applications of these techniques, can provide a solid foundation for all of its students. At-risk students, in particular, seem to benefit from this type of curricula.

The Central Islip School District has such a curriculum in place. The goal of this district is to present a comprehensive English language arts curriculum which stresses reading, writing, speaking and listening skills. The objectives for reading include; reading for personal and aesthetic response, reading

for acquisition, interpretation and application of information, and reading for both critical analysis and evaluation.

Classroom settings often do not lend themselves to flights of imagination, neither did reading of literature books that were used in the '40s, '50s, and '60s. Gone are the days when children are content to read,"Run, Tom, run. See Tom run." While works such as those may have helped to teach the child to grasp how letters went together to form words, they did absolutely nothing to foster a desire to read, an interest in the subject matter, or to challenge the youngster. Questions from a teacher based on that type of material could not have been very profound either. Certainly critical thinking skills remained undeveloped if based solely on reading materials of that nature.

The 1990s require teachers to meet new challenges to foster good reading habits, reading comprehension and problem solving skills through literature. Professional journals, education magazines and digests in print today contain a wealth of research reports and information about teaching toward this goal.

Often several topics are linked in these reports. It is not unusual to read articles devoted to literature and the at-risk student, or teaching recognition of conflict and resolution to potential dropout students.

The theme of this project reflects the current trend in research and addresses a genuine need in the junior high school student to be induced to stay in school and find ways to cope with problems and eliminate the desire for escape through drugs, alcohol or just plain truancy.

Since literature must be taught to every youngster in school,

it seems to be the perfect medium for presenting strategies and techniques to vulnerable students for resolving conflicts peacefully, while entertaining and teaching.

Background

Teaching problem solving through literature is the specific topic of this project. The target population is a seventh grade English class of 28 students. It is a multi-ethnic class with close to equal proportions of boys and girls. They range in age from eleven years old to fourteen years old, all on the same grade level. These factors present numerous problems such as intimidation of the younger students by the older ones, boredom on the part of the older children, and racial conflicts of all types. Another impediment to wanting to learn at this age is the desire to fit in, and most of the young people in this group have discovered the opposite sex, which brings a set of circumstances all its own into the learning domain.

Many of these students come to the seventh grade with little or no knowledge of how to resolve conflicts other than by beating someone up. These youngsters are at-risk of dropping out of school or of failing and repeating the seventh grade.

Statement of the Problem

Reading literature is an integral part of an effective seventh grade English language arts program at the Ralph G. Reed Junior High School in Central Islip. Many students, however, have a multitude of personal problems in their lives and for numerous reasons either do not attend school to receive the reading instruction or do not concentrate and comprehend when they do read a story. Instead, a common response is to fool around, act out or talk about what is most important in their lives at that moment. Often these unproductive

sessions leave both the youngster and the teacher frustrated. Some students resort to violence to deal with their compounded frustrations. In either case not much, if any, learning of literature takes place.

The job of teachers, parents, and guidance conselors in Central Islip is to make whatever changes are necessary, within the student's society, to enable potentially at-risk students to cope with their problems so that they can learn. Changes in their self-perceptions are needed too. Educators cannot change a student's social status, household income or familial surroundings, if indeed these are contributing causes. But, educators can and must affect changes in a student's self-perception, and self-esteem. Teachers can help students to become more self-directed, more responsible and more independent by implementing programs which have proved successful in other areas across the country.

Research has shown that there is a need for institutional and learning environment changes to occur, coupled with strong academic programs which teach youngsters the interpersonal skills and the ethical values necessary in order to live successfully in a structured, civilized society.

Purpose of the Project

The dropout problem is real, and it affects all of society. Its victims are children who cannot, for numerous reasons, assimilate easily into the same learning environment as their successful peers. An English language arts classroom is one place where alternatives to the traditional teaching methods, and the traditional learning environment, can be explored.

The purpose of this project, therefore, was to offer both

teachers and students an alternative to trying to read with the host of problems that have plagued the classroom and the student.

A unit of instruction for teaching problem solving through literature to at-risk students was developed to reduce frustrations, increase productive time on task and show low-achieving, and problem burdened students that they can have fun in an English classroom. They may even be able to indulge their flights of fancy and tap a wealth of imagination. If even one student is assisted in changing direction toward staying in school and graduating, as a result of this project, then the project will have had an additional measure of success.

Definition of Terms

1. Designer-the project designer is a classroom teacher of Secondary English Language Arts in the Central Islip, New York School District.

2. Scaffolding-is a term first coined by the Russian psychologist Vygotsky to explain an instructional process where students solve a problem, with the aid of a teacher, in a step-by-step procedure.

3. Elements-is a term used interchangeably with events by the designer to name the steps in the plot line structure of a story.

4. Plot line structure-is sometimes referred to, in research presented in this project, as story grammar, or story mapping.

Assumptions

1. That this project was designed for the students at Ralph G. Reed Junior High School, in Central Islip, New York and therefore, the results obtained herein reflect that particular student population

Limitations

1. That the lessons in this project can only be successfully implemented as they are written, with the use of literature that contains a conflict and a resolution.

2. That successful implementation of the lessons as they are written require the use of an overhead projector and transparency film.

Method and Procedures

A need for the project design was established after the designer distributed a questionnaire to seventh grade English students at the Ralph G. Reed Junior High School to assess their reading interests, social interests and general knowledge, at the beginning of a new school term.

The goal of the designer was determined rather quickly when the students' feelings of anger, frustration and apathy about attending school were identified. A major reason cited was the students' perceived recognition of a poor learning climate, "teachers who don't care" and "useless stuff" being taught to a group of youngsters who saw their personal lives as so overwhelming as to negate any desire for either attending or achieving in school.

Analysis

The designer of the project identified a deficit in the students desire to read stories, plays, novels, and poetry, as well as their lack of other general knowledge about the world around them and current events. This was determined through administering a pre-test evaluative questionnaire (Appendix A) which assessed the students' knowledge in the areas of literature, art, geography, and music. The

results of the questionnaire clearly showed that the children were not aware of the terms used in literature, the authors of some commomn books, the locations of some historic landmarks or the names of some famous composers. Information such as this is generally known to seventh grade students in other school districts and in other parts of the country.

The method which guided the entire project was based on a combination of the goal of the designer, the New York State Curriculum Guide for teachers of secondary English and the ISD model of Dick and Carey.

Using Dick and Carey,(1985) provided the framework as the designer worked for 27 weeks to write a procedure and the necessary lessons plans to implement the design.

Design

The specific design planned was based on successful literature units previously used by the designer and followed the suggestions of Dick and Carey for developing an instructional strategy, and suggestions found in Mager (1984). The strategy incorporated the designer's prior knowledge of the students' performance levels and their test scores recorded in the guidance office of the school.

Another important influence in the design was Gagne (1985). In particular problem solving techniques and designing instruction for learning were used. Each of these dealt with the learning process and the cognitive strategies involved in learning.

Development

Actual development took the form of a story, definitions of the events in the plot of the story, overhead transparencies and essay writing assignments along with testing procedures. The type of

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media for instructional use was determined by using a guide provided by Anderson,(1983).

Implementation

Pretests were administered and analyzed to determine presence of entry level skills and the story was distributed for reading. The overhead transparencies were used, lessons delivered, and post test essays were followed by discussions.

Evaluation

During this stage the designer conducted a one-on-one trial, a small group trial of four students and a field trial with 25 students as a formative evaluation. Any necessary revisions were made following the formative evaluation . After the field test was conducted, the students wrote essays as a post test. Then a summative evaluation was performed to determine if the learning objectives were met and if the instruction was effective.

Summary

This chapter introduced an overview of the project, background information, and the statement of the problem.
Its basic claim is that the need for problem solving skills is great across all cultures, institutions and lifestyles. Conflict, both internal and external, that remains unresolved impedes learning in a productive manner. The residual affects on society, when a student is the person who has an unresolved conflict, can be enormous.

Also discussed in the chapter was the purpose of the project which is to demonstrate that by teaching students how to resolve their conflicts, and by offering them problem solving skills that are taught through literature, there is hope. They learn that by facing life's everyday challenges, problems can be tolerated and their solutions can

even become the foundation for building better skills toward achieving their dreams. Some assumptions were made pertaining to the type of student and the school district for whom this project was designed.

The designer's methods and procedures used for the project were based on the ISD model and the five recommended stages for a successful project which are: analysis, design, development, implementation and evaluation.

CHAPTER 2

ANALYSIS

Introduction

The most logical step to take in the beginning of any project is to determine if a genuine need exists for the project to be undertaken. This is the first of several recommended steps advocated by Dick and Carey (1985). The three types of analysis that are discussed in this chapter are all under the heading, Needs Analysis. They are: job and task analysis and target population analysis.

The job and task analysis deals primarily with curriculum and instructional objectives. These are broken down into their component parts. Simultaneously an assessment of the target population was completed to determine who the prospective learners would be and what factors would influence the learning.

The instructional goal is stated in this chapter and it involves reading a story that contains a problem and a list of the events in the story that led to a solution. Then, after demonstrating completion of several subskills, the students will write an essay in which they apply the problem solving techniques learned in literature, to a problem in their own lives.

Any theories related to this project are examined in this chapter. In particular a theory of instruction as presented by Gagne(1985) will be discussed. Next a literature review is presented. In it several sources are discussed as their findings apply to the teaching of problem solving through literature to at-risk students. Other sources examine the potential dropout student and interventive methods educators are currently using.
A survey of existing courses and materials is presented in format

which compares the strengths and weaknesses of each and discusses how it relates to the project. This chapter concludes with a plan for the design and development of the project which looks at student effort needed to implement the project. Finally, it offers a projected budget for completion of the project.

Needs Analysis

The State Education Department of The University of the State of New York has set forth its expectations for student readers on the K-12 levels, in the English Language Arts Syllabus (1988). In the syllabus a variety of objectives for student readers are presented to clarify what an effective reader will be able to do. One claim made in the syllabus is that readers become more skillful when they have more personal control over the process. The writers of the syllabus advocate teaching students to plan their approach to reading, to apply strategies that foster learning and help students evaluate what they have read. If those objectives are met along with application of the newly acquired knowledge, then the students will have a start in taking charge of their own learning.

This project grew from the premise that whatever literature was taught, and the way in which it was taught to the seventh grade students at the Ralph G. Reed Junior High School, in Central Islip, had to meet the requirements and standards presented in the New York State syllabus. However, another, even larger consideration existed for the designer of the project. Many of the students in attendance at this school are there because the law requires them to be and equally as many were frustrated with their educations. These attitudes and opinions were expressed in answers given on a questionnaire (Appendix A) which assessed the students reading interests, social attitudes,

and general knowledge. A typical response was that most of the instruction they were receiving was useless and too few students saw any reason to read for pleasure or as a leisure activity. The most often cited reasons for not reading were a lack of interest and lack of time, since many of these students begin working at a young age. Also there is a basic feeling of frustration at their perceived lack of control over their own lives and personal problems. Thus the designer decided to write a unit for teaching problem solving through literature to these at-risk students, in the hope of giving them a reason to read, a tool for resolving their conflicts and a desire to stay in school.

Job Task Analysis

The job task analysis was designed to determine what specific steps would be performed by the student in order for the learning objective to be met. The tasks identified became eight individual lesson performance objectives which contained specific entry behaviors and completion of required subskills.

See Table 1.

Target Population Analysis

The target population for this project was one class of 28 students in a Regents section of seventh grade English at the Ralph G. Reed Junior High School in Central Islip, New York.

Central Islip is a district rich in ethnic and cultural mixtures. So every classroom is a small scale representation of this mixture. Twenty-three of the students in the designer's English class were twelve years old and five were thirteen years old. Of these, sixteen students were girls and twelve were boys.

Table 1

Tasks for Recognition of Conflict and Resolution in Literature

1.0 Read a Story	
2.0 Number the sequence of the events in order of occurrence.	
3.0 Assign a label to each event	3.1 Label conclusion
	3.2 Label resolution
	3.3 Label climax
	3.4 Label conflict
	3.5 Label introduction
4.0 Identify major characters	
5.0 Identify the problem of the central character	
6.0 Choose the passage which shows the height of the action	
7.0 State the solution to the problem	
8.0 Write an essay to demonstrate application to real life	

Three of the 13 year-old students were repeating seventh grade English and two of the older students had recently transferred into the district. The average grade received in English, for the target population, on the elementary level was reported to be a B. Those grades and placement tests conducted in the sixth grade, are what determined the students' placement into a Regents section of English on the secondary level.

While the district has a summer school program for any student who does not satisfactorily complete a subject with a passing grade, some students do not, or cannot, avail themselves of summer school. Consequently, they are retained on the grade level which they were

on, in a given subject, when they failed the subject. Therefore, although three of the students were retained based on the previous year's performance, their placement tests showed that they were capable of doing Regents quality work.

The passing grade for all subjects in the Central Islip School District is 65. The Junior High School uses a letter grade system in which a 65 is equivalent to a D and a grade of B would be equivalent to work judged at a numeric score of 80-84.
Central Islip does not use a minus system in assigning grades.

The target population for this project remained constant throughout most of the 17 weeks it took to design and develop the project but, by the time implementation occurred, two of the students had moved from the school and one girl was transferred to a different class because of necessary scedule changes. All three of the students who were no longer part of the target population were girls, so the new count became thirteen girls and twelve boys.

Organizational Constraints

The original concept for implementation of the design included use of a video for purposes of showing how the problem solving techniques could be applied in real life situations, through role playing. The designer wanted to film several students in role playing situations enacting the problem solving skills they had acquired in the small group trial, to be shown to the field group. However, budgetary constraints, and lack of available skilled personnel forced the designer to abandon this idea in favor of using overhead transparencies and a projector and screen. These items were already in the designer's classroom and didn't require additional funding.

Although the designer would have been able to obtain a video cassette recorder and a television for showing of a video, or a movie projector for showing a film, the district does not have a person employed who could have videotaped or filmed the planned session and the designer has neither the equipment nor the skills necessary to do those tasks.

The eventual choice of media used to deliver the instruction was made from a chart, expressly written for the purpose, developed by Anderson(1983). Transparencies are actually listed in the book as instuctional aids, these were supplemented with photocopies of necessary handouts and implementation of this project is enhanced by use of the printed material.

Instructional Goal

Given a story that contains a problem, the students will identify the events that led to a solution of the problem, and they will write an essay that demonstrates how the problem solving techniques learned in literature, can be applied to their own lives.

Attainment of this goal requires completion of a number of individual lessons that are clustered and sequenced according to a specific methodology (Dick & Carey, 1985). A chart illustrating the Hierarchial analysis approach to the problem-solving goal can be found in Table 1. This chart is based on Gagne (1985), in his chapter on learning analysis, where the learning hierarchies are explained in significant detail. Prior knowledge of how to read is also needed to complete the tasks and meet the learning objectives and Gagne (1985) calls this prerequisite a subordinate skill.

A breakdown of the format for instructional strategy which outlines the information to be presented , with examples and practice items for student participation, can be found in Appendix B. Included in this lesson- by- lesson guide is a section devoted to feedback from the instructor to the student.

Pre-instructional activities, that discuss the motivation, prerequisite skills, entry behaviors, remediation and enrichment activities are also included in Appendix B. The plans for methods, media and materials appear in the appendix as well. These plans were designed following the suggestions of Anderson (1983), Dick and Carey (1985), and Laird (1985). They are written in a lesson by lesson manner and include suggestions for alternate media choices, such as the use of flip charts in place of overhead transparency projections.

Literature, Existing Course, and Material Review

Literature was researched from a wealth of information that appears in educational journals, books, and articles which addressed the topic of the project. Some of the literature discusses problem solving, some of it discusses at-risk students and some of it addresses curricula. All of these areas were explored because each is relevant to some facet of the project.

The existing course and materials for it are also compared and were obtained from the English Department Coordinator of the Central Islip Public Schools.

Related Theory

Gagne (1985), discusses at length his Theory of Instruction and one of his claims is that "Learning is best conceived as a set of processes, internal to the individual, that transform stimulation from the individual's environment into a number of

forms of information leading progressively to the establishment of long-term memory states; such states (learning outcomes) provide the individual with capabilities for various human performances."

This concept supports the designer's contention that by completing the proposed unit in a lesson- by- lesson fashion as it is planned, without skipping any of the steps, the students will achieve levels of behavior in the cognitve domain that go beyond application, demonstrated by solving the problem.

Gagne sees this breakdown of the tasks into their smaller parts as directly related to the problem-solving strategy. Problem-solving is a cognitive stategy to which Gagne devotes an entire chapter in his book. He offers some conclusions from a study performed by G. Katona in 1940 that 'guided discovery' was favored over presenting the learners with solutions to the problems. (Gagne, 1985)

Successful completion of the learning objectives in this project will enable the students to reach the levels of anaylsis and synthesis near the top of Bloom's Taxonomy. The students will be able to outline the steps involved in the process and then write an essay to show how the new knowledge can be used in their own lives.

Literature Review

A literature search was conducted at The State University at Stony Brook which yielded a great amount of information on the various sub-topics that were offered for cross-reference. Those topics included at-risk students, teaching of literature, problem-solving skills, and dropout prevention.

Other sources were obtained from the Shoreham-Wading River Public Library, which uses both ERIC and INFOTRAC to search for

materials. The Suffolk County Library System and the designer's own collection of periodicals were consulted as well.

Finally the search was narrowed to the six articles which are reviewed here. They come from several different education journals and the articles address many of the topics surrounding the theme of this document.

1. Blair, T., & Rupley, W.H. (1988). Practica and application in the teaching of reading. The Reading Teacher, 41 536-539.

The authors make several claims about the importance of practice in reading to achieve mastery. "The closer the practice activity corresponds to the intended learning goal, the better the chance that mastery will be achieved." Reading practice activities, they claim, should correspond to the instructional goal and be related to application.

The lesson plans with student activity practice items in Appendix B of this document reflect the opinion of the authors and are based on a model for Instructional Systems Design by Dick and Carey (1985).

The authors also state that the practice items should allow the students to experience a high degree of success and therefore should not be more difficult than the reading level of the student.

Under the heading Education, the authors report that when evaluating practice items it is vital to determine if the students can use the skill in other reading activities. Transfer of information and skills such as claimed by Blair and Rupley (1988) are likewise discussed in Chapter 6 of this document.

Finally the authors advocate assessing student performance on reading skills, practice activities and making modifications as necessary to match individual reading styles and instructional goals.

2. Dimino, J. & Gersten, R. (1989). Teaching literature to at-risk students. Educational Leadership 46 (5) 53-57.

The article begins with a statement that sounds as if it were written for this document. "Reading and analyzing good literature enables students to gain a richer perspective on their own life experiences..." The authors present an approach to teaching analysis of literature to at-risk students which they claim has been "...empirically validated in three research studies."(Dimino & Gersten, 1989)

Scaffolding and the use of story grammar are two aids to teaching literary analysis that are explained in this article. Both devices require identification of the main character's conflict, and the attempts made to resolve the conflict. The method of teaching meaning, comprehension and application of literature using the character conflict and resolution structure is the major premise of this document. Although the designer calls the method, recognition and labeling of the events in a story, it is essentially the same concept.

One study cited by the authors revealed that after instruction on discovering themes and prompting from the teachers, the students began to view the reading and studying of literature as exciting. This important revelation was also experienced by the designer of this document.

Other similarities to research reported in this document are that Gersten and Dimino claim that comprehension is enhanced whether the students read aloud or were read to by the teachers as long as word attack skills were not made the focus of the lesson. Rather, they claim focus or comprehension as the major goal is a rare experience for students who generally are low performers.

The authors concluded that by providing these students with analytical tools for reading stories, comprehension and critical thinking skills are improved along along with enthusiasm and enjoyment. This has ben the experience reported in this document as well.

3. Kreis, K. (1990, May) Book Think. Teaching PreK-8. 20 (8) p53. Kreis begins with an assertion that thinking skills are sharpened by reading, if the right questions are asked by the teacher. She offers several suggestions for questioning technique that include asking the questions from the point of view as a reader, as opposed to an interrogator. This seems to be too important a point to be included almost incidentally, as it is in the article. Another suggestion, which is hidden in the type, is that the questions should be asked conversationally, "...for as long as seems sensible."(Kreis, 1990)

Next the author attests to the many benefits derived from reading and comes to her theme of how thinking skills are developed. Kreis states that thinking is extended by the reader when he or she compares characters in a book to real people, sorts real-life situations from fantasy, and applies the lessons of the story to their own lives. These are all concepts stressed by the designer of this document in both Chapters 5 and 6.

Another claim made by Kreis is that the reader gains more insight by examining the elements of the story, "and by speculating on possible alterations to take the story in a different direction."(1990)

The author further asserts that the reader should be encouraged to judge the book in relation to others read in the past, and decide how it compares. The "Gladness Scale" that appears in Chapter 6 of

this document was designed for this purpose and has been used by the designer since 1987.

4. Schmoker, M. (1990) Sentimentalizing self-esteem. The Education Digest LV (7) 55-56. (From Education Week, 1989, Sept., IX, 34.

Schmoker's contention that self-esteem has been sentimentalized is explained by stating that more often self-esteem is simply bestowed upon someone, to create good feelings, rather than earned through hard work. The author views this as a resistence (on the part of whom, or what is not made clear) to tying self-esteem to achievement.

Schmoker claims that self-esteem is related to what has been achieved and he criticizes education journals for attributing lack of self-esteem to bad luck, relationships, opportunities, and upbringing. His assertion is that since schools are in business to educate, then students should be taught to make the most of their talents and abilities and while fostering decency, schools promote, "the belief that you get what you pay for."(1989)

Although this hardline approach may be narrow, it makes sense when the author explains that since the focus of the concern with self-esteem is interpersonal relations, then educators can help self-esteem by providing more oppportunities for interaction and performance through making the education more participatory.

Schmoker defines student participation as speaking, discussing stories, explaining problems and reading aloud to classmates. He alleges that these actions will have more impact on improving self-esteem than taking shortcuts such as lowering academic standards. This document contains several similar declarations about raising self-esteem based on the designer's experiences.

Flynn, L. (1989, May) Developing critical reading skills through cooperative problem solving. The Reading Teacher. 42 664-668

Flynn presents an instructional model to classroom teachers that enables them to offer their students, "opportunities to analyze, synthesize, and evaluate ideas through creative problem solving." (1989)

The author discusses the higher order of cognitive processes known as analysis, synthesis and evaluation. She states that these are interactive phases of the learning process and not end products from sequentially teaching a list of hierarchical skills.

Flynn cites the work of Stephen Norris, (1985, May). Synthesis of research in critical thinking. Educational Leadership 42 40-45. She reports that "Being a critical reader requires that students make 'reliable observations', produce 'sound inferences', and form 'reasonable hypotheses'." The author then claims that these are the abilities which constitute a good problem solver. Since problem solving is a thinking task,she goes on to say, application of thinking skills to problems negates reading skills being taught in isolation.

Flynn addresses the issue of how problem solving fosters critical thinking. One approach Flynn cites from a book by John Bransford and Barry Stein titled The IDEAL Problem Solver. N.Y. W. H. Freeman, 1984.

IDEAL is an acronym for the five step approach, and it stands for Identifying, Defining, Exploring, Acting, Looking.(Bransford & Stein, 1986)

This process is discussed in detail and Flynn professes it is distinguished from other models because it requires application of the critical reading skills to reading context which present real or simulated problems.

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The author offers tried and true activities and strategies for teaching the problem solving skills, and concludes by stating that the process of problem solving enables readers to become more independent and critical when they are reading. The steps discussed by Flynn are not unlike those discussed in Chapter 3 of this design document.

5. Glatthorn, A. (1988, Sept.) What school should teach in the English Language Arts. Educational Leadership. 46 (1), 45-50.

Glatthorn opens with a statement about why he has chosen to write the article. He includes some content recommendations "characterized by four features: they are limited in the grade levels included, they focus on mastery, they deal only with the scope of the curriculum, and they emphasize renewal." Each of these recommendations is then explained in detail, but the one Glatthorn places the most empasis on is the focus on mastery.

The author refers to the mastery curriculum as meeting two criteria. The first is that it has high structure, that is that it includes objectives, tests, and texts. The second criteria is that the curriculum should be essential for all students. An exception is made here for students with serious learning disabilities or extremely limited verbal skills.

Next Mr.Glatthorn states that he views the mastery curriculum as containing six "strands." These are defined as literature, composition, language, listening and speaking, vocabulary development, and critical thinking skills. The six facets of the mastery curriculum are then discussed in detail, but it is what the author posits about critical thinking that is related to this project. In his discussion Glatthorn claims that the information processing part of critical

thinking stresses certain skills that are especially important in English. For it is the unit which is concerned with identifying a research question, retrieving information, evaluating and storing the information, then synthesizing it and finally applying the information to the solution of the problem.

The author also offers his reasons for excluding certain content in the mastery curriculum. The systematic teaching approach to punctuation and spelling , he claims, are omitted. Instead, Glatthorn advocates correcting punctuation as the mistakes occur in writing and teaching the spelling of only those words that the children ask how to spell, that they misspell in their writing and that are the words that the teacher knows the students need to know. The author ends with a statement that teacher input into a curriculum is vital to the successful implementation of any curriculum and that his recommendations are merely intended to facilitate that input.

Survey of Existing Courses and Materials

The English Language Arts Department at Reed Junior High School in Central Islip is built around a common developmental program of study stressing the process approach to learning. Language, listening, speaking, composition,reading, and literature are the major components of the integrated program on both the seventh and eighth grade levels and on the honors, Regents and non-Regents tracks. The existing program follows guidelines established by the State Education Department of The University of the State of New York.

The Seventh grade English course is taught using an anthology of short stories, poetry, and literary essays. These materials are provided to the teacher along with paper, a blackboard, an overhead

projector and a screen. A video cassette recorder can be obtained by requesting to use it, weeks in advance, from the audio-visual department, but these are limited in supply and the demand for their use is great. A directory of available films and videos is distributed to each teacher in the beginning of the school year and films or cassettes can be requested by a sign-up sheet method also.

A weakness of the program however, is that teachers in the Junior High School English Department teach their classes independent of one another. For example, there are currently three English teachers on the seventh grade level. None of the teachers confers with the others to say what she is teaching. Each is free to teach any or all of the stories in the literature anthology. A teacher can decide to teach poetry in depth such as exploring structure, rhythm, rhyme scheme, poetic devices and meter or she can merely read and discuss poems of her choice either from the anthology or another source. One teacher may decide to teach a unit on public speaking using research and debates and her colleague may decide to allow the students to perform oral interpretations of a work.

Without a planned, specific curriculum students are being taught what is necessary for meeting the state mandates but they are learning various amounts of different information from teachers with three entirely different teaching styles. When these seventh graders move up to eighth grade the entire process is repeated with a different anthology and three different English teachers and their styles.

A strength to this approach is that it gives freedom to the teachers to experiment with different methods, approaches and techniques for presenting the necessary English Language Arts

materials to the students. It allows the teachers to have individual expression and input into determining the course of direction that their instruction will take. Another strength is that all of the English teachers are supervised by one Department Coordinator who oversees that what they teach is meeting state requirements and is being presented to the students in healthy, productive academic settings.

The State Education Department distributes a reading and literature curriculum for English Language Arts that is supposed to be used as suuplement to the English Language Arts Syllabus on the K-12 levels. In it are specific guides for instruction, lesson objectives and methods for evaluating student growth. One of the many instructional requisites listed for teachers under the curriculum heading Reading for Critical Analysis and Evaluation is the teaching of fiction which focuses, in part, on:

* the development of plot through a sequence of actions, most frequently based on a conflict, leading to a climax and some form of resolution (1989).

The above statement from the state curriculum generated a need for this project in the Reed Junior High School, which sorely lacks any specific method for meeting that instructional goal in its English Language Arts Department.

Plan for Design and Development Effort

By using a Performance Evaluation and Review Technique or PERT chart to guide the planning stages of the project and a Gantt chart to estimate dates of completion for the separate steps of the design, the designer was able to track and monitor the effort and time spent on the project from its inception to its completion. These

charts are in Appendix C. The completion of the project required a budget, an estimate of student effort and a project plan. See Table 2.

Estimated Student Effort

The estimated student effort was six hours of participation. This would be calculated from the day of pre-testing through implementation, to the day of post-testing. Given 40 minute class periods the whole unit completion, in a classroom setting, could be accomplished in nine school days, for the average performance. An accelerated performer could complete the unit in as little as five days and a slow-learning student may take as long as twelve days. These factors are determined by rate of reading, and comprehension and synthesis of the material such as what is presented on the overhead projector transparencies.

Project Plan

The project implementation occurred after the one-on-one trial and small group studies were completed. At that point in time the designer was developing the evaluation methods that would be used to measure effectivness, and making needed changes in the design, before executing the field trial which would ultimately yield the reported results. The timeline illustrated on the Gantt chart (Appendix C) was followed as closely as possible, to allow sufficient time for all phases of the project.

Budget

A budget for the project was determined using cost analysis figures for salary, of the designer based on current hourly wage received, for actual hours worked on the analysis, design, development, implementation, and evaluation stages of the project. The materials budget was calculated from the costs incurred for

purchase of textbooks, duplicating, and acetate transparecy supply. The story, that the designer used for implementation of lesson 3 of the design, appears in an old textbook, which the designer purchased, therefore it was only necessary to duplicate thirty copies of the eighteen page story rather than purchasing additional textbooks. Table 2 contains a cost breakdown of each item.

TABLE 2

Project Budget

Expense	Designer Hours	Other Hours	Cost	Subtotal	Total
Labor					
Analysis	5	0	$ 150		
Design	8	0	240		
Development	20	0	600		
Implmentation	7	10	510		
Evaluation	5	12	510		
Total Labor				$ 2,010	
Materials	Cost	#			
Textbooks	$ 32.00	1		$ 32.00	
Duplicating	.03	540		16.20	
Transparencies	.05	3		.15	
Total Materials				$ 48.35	
GRAND TOTAL					$ 2,058.35

Summary

This chapter discussed the analysis phase of the project. It presented the specifics for the needs analysis and how it was determined to design an instructional program for teaching problem solving through literature to at-risk students. This was identified as the instructional goal. Subsequently research of existing literature was reviewed from various sources. Existing courses, and materials were also reviewed.

A cognitive learning theory, by Gagne and related to the project, was examined as was Gagne's study of problem-solving processes. Next the project planning and development steps were considered and the budget for the project was analyzed in detail. Finally, the designer was ready to proceed to defining the design objectives which are examined in Chapter 3.

CHAPTER 3

DESIGN

Introduction

The design phase of the project was crucial to its success. During this facet of the project the instructional task analysis was finalized. The objectives for the instruction were clarified and are discussed in detail in this chapter. To adequately design this instructional activity it was necessary to determine the kinds of entry behaviors the learners would have to have, in order to attain the instructional goal. They are studied here as well.

This chapter explores the design stage of the evaluation methods too, and it examines how the learning can be tranferred to other instructional settings and objectives, at a later time. Finally, during this stage, existing materials were examined to assess potential value to the instructional project.

Instructional Task Analysis

Task analysis for instructional design reveals the capabilities that the learner should possess in order to proceed from one step to the next in a sequenced procedure. The steps involved in this project were identified subsequent to identifying the instructional objectives for each lesson. Each step was also dependent, to some degree, to the successful completion of the one previous and, to knowledge of certain prerequisite behaviors.

Gagne' describes these tasks (1985). The hierarchical approach to achieving the instructional goal is used in cognitive learning approaches to problem-solving. "In order to learn how to perform problem-solving skills, the learner must first know the rules that are to be applied in the problem-solving situation"(Gagne, 1985).

Thus the task analysis performed for this project revealed that eight separate lessons, each with its own smaller objective, would be taught to the learners, in order to meet the overall teaching objective: Given a story with a conflict and resolution, the students will identify, and label the problem and its solution, then, in a well written essay, they will demonstrate application of the problem-solving technique to real life situations. The performance objectives are written in a list form and appear in Appendix B.

Instructional Objectives

Written objectives are useful in providing the instructor and the learner with a sensible foundation for the instruction." An objective is a statement describing an instructional outcome rather than an instructional process or procedure" (Mager,1984). Clarity in the way in which an objective is written is important if the learner is expected to understand what will be performed as a result of the instruction. Mager offers three characteristics useful in making an objective communicate an intent: Performance--what the learner will do, Conditions--under which the performance is to occur, and Criterion--the measurement of acceptable performance(1984).

The objectives for this literature unit design appear below with the lesson sub-skills and criteria. The flow chart of instructional objectives can be found in Appendix B.

1.0 Given a copy of the story "Frame-up on the Highway" the students will read the story. The story must be read within two class sessions.

2.0 Given five separate events from the story, the students will number the sequence of their occurrence. Numbers must be assigned

3.0 Given the coreect order of the events from the story, the students will assign a label to each event.

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3.1 The event which occurred first must be labeled Introduction.

3.2 The event which occurred second must be labeled Conflict.

3.3 The event which occurred third must be labled Climax.

3.4 The event which occurred fourth must be labled Resolution.

3.5 The event which occurred fifth must be labled Conclusion.

4.0 Given a list of all characters from the story, the students will identify the four major characters. A written statement must tell how these characters are important to the story.

5.0 Given several passages from the story, the students will choose the one which shows the major problemof the central character in the story. The choice must be labled Conflict.

6.0 Given several passages from the story, the students will choose the one which shows the height of the action and the story's turning point. Their choices must be labled as Climax.

7.0 Given the conflict in the story, the students will state the solution. A short statement explaining the solution, as the students recognizes it, must be written in the student's own words and then labled Resolution.

8.0 Given the previous seven lessons, the students will write essays demonstrating application of the problem-solving process to their own lives. The essays must discuss a real or hypothetical situation and contain all of the above mentioned steps.

Entry Behaviors Defined

The behaviors and skills that a learner must possess before it becomes possible to complete another step are called prerequisite behaviors by Gagne(1985). To foster new learning a student draws on prior learning for support. The lessons designed in this project require a variety of entry level behaviors. The students must be able

to perform the following tasks before attempting the new activities:

1. Read on at least a seventh grade level.
2. Define sequence.
3. Recognize and identify actions as events in a story
4. Write legibly
5. Define opinion
6. Recognize problems
7. Define internal
8. Define external
9. Define height

Group and Sequence Objectives

The sequencing and clustering of the objectives into lessons was completed in a step-by-step fashion using a simple phrase for identification. The steps follow the eight instructional objectives stated in this chapter. The first lesson takes 80 minutes to complete, each subsequent lesson through lesson seven should take 40 minutes. The final lesson will require at least two class sessions, or 80 minutes also.

Step 1. Reading of the story in class.
Learning Time: 80 minutes

Step 2. Recognizing and numbering the sequence of events.
Learning Time: 40 minutes.

Step 3. Labeling of each event in the story.
Learning Time: 40 minutes.

Step 4. Identifying characters and telling how they are important
Learning Time: 40 minutes.

Step 5. Recognizing problems of characters as conflicts.

Learning Time: 40 minutes.

Step 6. Recognizing and labeling the climax of the story.

Learning Time: 40 minutes.

Step 7. Recognizing and labeling the solution to the problem as the resolution of the conflict.

Learning Time: 40 minutes.

Step 8. Writing an essay as a post-test and application of the problem-solving process to real life situations.

Learning Time: 80 minutes.

Learning Activities Specification

The objectives, of the problem-solving through literature instruction, make use of four types of instructional media and aids. The story is read from printed material. The events are labeled using flip charts and overhead projected transparencies. Application takes place through role-playing, group discussions and essay writing. Human and situational resources, as described by Anderson (1983), are used throughout delivery of the entire two-week instructional unit.

Laird claims that reading assignments in themselves do not do much to foster stimulation of the senses unless they are accompanied by some feedback assignments to aid in retention of the reading content(1985). By using the instructional methods proposed by the designer for lessons one through seven retention is enhanced and new learning takes place. The activity for lesson eight teaches and tests transfer of learning. Table 3 presents a matrix illustrating which media was chosen for each lesson objective and the corresponding instructional method.

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Table 3

Learning Activity and Instructional Method Matrix

Lesson Objective	Learning Activity	Instructional Method	Media
1.	Read Story	Students Reading Aloud	Printed Materials-Voice
2.	Number Events	Visual Supported Lecture	Overhead Transparencies
3.	Label Events	Visual Supported Lecture	Overhead Transparencies
4.	Identify-Write	Lecture	Printed Materials
5.	Identify-Label	Visual Supported Lecture	Flip Charts
6.	Identify-Label	Visual Supported Lecture	Flip Charts
7.	Identify-Write	Visual Supported Lecture	Flip Charts
8.	Discuss-Write	Question & Answer Lecture	Role Play- Essays

Each of the instructional activities relates to a step in the learning process as described by Gagne (1985) in his explanation of the nine phases of instruction. The encoding process is used to stimulate the recall of prerequisite events from the external learning activities. Thus, the external, cognitive and psychomotor functions to be performed during the learning, support the internal learning processes. These are shown in Table 4.

Assessment System Specification

A pre-test will be administered to the students, prior to instruction, to assess their reading, and writing skills, as well as their general knowledege of literature and story elements. The test will be used as an instructional predictor and indicator to aid in the design and development of the problem-solving unit. Throughout the instruction learning will be guided by modeling and feedback to provide response to the students. As the labeling exercises occur, the students will be monitored and assisted as necessary.

Table 4

RELATIONSHIPS of INSTRUCTIONAL ACTIVITIES and LEARNING PROCESSES

	Learning Process	Instructional Activity
1.	Attention	Conduct pretest
2.	Expectancy	Posing a problem Stating objectives
3.	Retrieval to working memory	Requesting help finding a solution
4.	Selective Perception	Distributing Story
5.	Encoding-Storing	Reading Aloud Questioning-Answering
6.	Responding	Identifying, Labeling
7.	Reinforcement through feedback	Proving Labeling
8.	Reinforcement through assessment	Oral examination
9.	Cueing Retrieval	Transfer to new situation. Role-playing

Evaluation System Specification

A one-on-one trial, and a small group study will act as the formative evaluation to indicate whether any changes in the design will be needed. The one-on-one will be using three different students who represent, in age, gender, and abilities, the target population.

The small group trial will be a representative section of the larger group also. The designer intends to perform this study on five students, one from each of the different English classes, taught by the designer. A post test to measure transfer of learning could include reading a different short story that contains a conflict and a

resolution, to see if the students can label the events correctly. The final post test will be in the form of a written essay in which the students apply the problem-solving process, from literature, to their own lives. Both of these trials will be conducted during the free periods of both the designer and the students, therefore this will determine which students will be able to participate.

The field trial group will be a full class of 30 students. They will be instructed in all of the lessons after any necessary changes are made to the design, based on results of the trials with the one-on-one evaluation and the small group.

The large group will have every opportunity to role-play, write essays and apply the new problem-solving skills to another piece of literature. These activities will complete the formal evaluation.

The summative evaluation involves assessing the effectiveness of the instruction. The first area to be considered is the reaction of the learners. This will be determined using a questionnaire that asks their opinions and a rating scale called the Gladness Scale, which gives the students the opportunity to react to the story in a more personal manner. Reaction will also be based on observations of the instructor.

Next the designer will assess learning by reading the written essays in which the learners demonstrate application of the problem-solving process to real problems.

Behavioral changes will be recorded and based on the reading of a novel or a play, several weeks after the instruction, the students will once again demonstrate the results of the instructional activity on a post test.

Learning Transfer System Specification

Transfer of learning will be monitored by determining how well the students write their essays telling how they can use the problem-solving skills in their everyday lives. To ensure that transfer will occur the designer has decided to use a variety of stimulating media. The designer hopes to provide a surfeit of opportunities through reading of literature, to enable the learners to store the instruction in long term memory and recall it for use when necessary.

Review and Selection of Existing Materials

Of the existing materials available to the designer for implementation of the design, only the short story anthology and overhead projector will be used. The stories will be supplemented with works from different books currently owned by the designer, that are on a more challenging level. The overhead projector and transparencies are an excellent choice of media for implementation of this project, especially since they are readily available to the designer and the school district in which she teaches will not allocate money for additional resources.

Summary

This chapter contains the processes involved in the design segment of this project. It discussed, in detail, the instructional task analysis and how it was conducted. The tasks were related to Gagne's approach of hierarchical learning and each of the eight main tasks was broken down into its sub-skill components.

Next the instructional objectives were listed with the sub-skills and criterion for performing the tasks. This section relied on the research of Mager and wording of the objectives followed his examples.

Along with the objectives the entry behaviors were defined as skills the learner would need in order to perform the tasks. Entry behaviors were listed in order as they pertained to the individual objectives.

The group and sequencing of cluster activities and the time allocated to learn the instructed material was presented. It was followed by specification of the learning activities which presented in chart form what media would be used for each instructional method.

Table 4 contains a list of the instructional activities and learning process relationships based on Gagne's nine steps approach to learning. The chapter also contained decriptions of the planned formative and summative evaluations. Finally the intended learning transfer system was examined as it relates to education.

CHAPTER 4

DEVELOPMENT

Introduction

The development phase of the project is where the instructional strategy occurs. During this phase,"an instructor must do nearly everything to bring about learning" (Dick and Carey, 1975). The tasks before an instructor then are to define the objectives and write the appropriate lesson plan and tests. Then a way must be found to motivate the students, finally a decision is made as to how to present the information in an interesting and challenging format. This phase consumed most of the designer's time and effort. It required reading several sources on instructional methods and instructional media, as well as assessing what materials would be produced. Finally all of the materials were selected and produced as planned.

Learning Activity Development Scheme

The methods and media used to deliver each lesson is determined by the instructional objective, which is to teach problem-solving skills through the reading of literature in the classroom. Some printed materials need to be written, others need to be duplicated. Two different acetate transparencies must be written and projected ahead of time to ensure clarity and quality. Flip charts have to be created for lessons five, six, and seven. Finally, the lessons should be discussed and materials tried out with a colleague in order to gain an objective perspective.

Learning Activity Development

Each of the learning activities is based on the lesson objective

it is designed to enhance. Also each activity is designed to incorporate student and teacher interaction, but with the teacher acting in the role of guide and facilitator. Even the lectures are basically question and feedback sessions to monitor comprehension.

Before actual instruction could begin a pretest questionnaire was written, administered, and perused by the designer. The purpose of the questionnaire was to gain the attention of the learners and to assess incoming skills and knowledge. The pretest questionnaire can be found in Appendix A.

Lesson 1 involves the use of printed materials. The eighteen page short story was duplicated to make thirty copies this amount was two more than were actually needed. The story would be read aloud after the instuctor posed a hypothetical problem to the students and asked them for help in finding a solution.

Lesson 2 requires the use of the first of the acetate transparencies, which were prepared in advance, and an overhead projector. The students should supply their own notebooks and pens. The designer learned to not use permanent on the transparencies at it is difficult to "erase" mistakes. However the markers intended for use with the acetate will smudge if sufficient drying time is not allotted. Thumbprints, on the words, show up as big smudges when the transparencies are projected.

Another lesson learned by the designer was that sequencing of events, as descibed in Lesson 2, is a self-paced activity that requires flexibility in the instructing time schedule.

Lesson 3, which is comprised of five Parts, utilizes the second and third overhead transparencies and requires significant response and participation from the learners to complete the labeling of the events.

Lesson 4 uses the student's own notebooks and pens in conjunction with the printed material for them to identify the four major characters and write a statement about the importance of the character and the role as an impact on the whole story.

Lesson 5 involves making inferences and hones the critical thinking skills of the learners as they choose and label the passage from the printed story which contains the conflict. A flip chart with the correctly stated conflict is then displayed.

Lesson 6 offers reinforcement of the learning through feedback after the students identify and label the passage from the story that contains the climax. Sufficient time is given for the students to share their choices with each other. A flip chart, with the correctly chosen passage, is then shown to the students.

Lesson 7 affords the students the opportunity to express, in writing, their opinions about the solution to the problem in the story, after they locate and label, the section of the story that contains the resolution. A flip chart is used to provide feedback from the instructor so the students can check their answers against the instructor's.

Lesson 8 cues retieval and transfer of the learned instruction as the students demonstrate, either through role-play or a written essay, application of the problem-solving process to real-life problems. This last lesson evaluates the learning and is the true indicator of how effective the instructional unit really is.

Learning Activity Review

When the development of the learning activity was completed, it was reviwed by the designer and a colleague to ensure accuracy and

legibility. Another consideration was visual attractiveness and interest. This was when it was decided to make a firmer flip chart out of oak tag instead of paper. Then the charts and the transparencies were checked for technical accuracy, particularly the transfer of story segments to the chart from the text.

Materials for Evaluation Produced

After reviewing all of the materials, 30 copies of the short story were reproduced, 30 pretest questionnaires were duplicated, as were equal amounts of the Gladness Scale. Likewise 30 sets of the definitions of short story elements were copied. It was not necessary to reproduce copies of the short stories used in the one-on-one and small group trials, as these were contained in their anthologies. But any story, in which the content is centered around a conflict and a resolution, can be substituted.

Summary

This chapter was devoted to the development of the instructional package. It decribed the plan for developing the activities. Next the methods and mediawere developed to aid in the delivery of the instruction. Any problems incurred during this process were discussed here.

A review of the learning activity was conducted. All materials were carefully checked and the completed learning activity materials packet was shared with a colleague. Suggestions and changes were made and the product was ready for implementation.

CHAPTER 5

IMPLEMENTATION

Introduction

Implementation is actually conducting, or putting into practice, the specific program which has been designed according to certain criteria and to meet a particular need.

The unit the designer taught helps children to learn how to solve problems creatively through recognition of problems and their subsequent solutions as they are presented in literature. In particular the designer used the short story entitled "Frame-up on the Highway" (Appendix A) which is geared to adolescents because of its theme and plot. It is also ideal because it contains easily recognized conflict and resolution, both of which are needed for implementation of the design.

The children were told that events occur in a story in a particular order known as sequence. A pretest was administered to determine if students could put events in order by themselves.(Appendix B) Then the students were orally given an example of sequence of events using an analogy of "Little Red Riding Hood"

After reading the story,"Frame-up on the Highway" a list of events was projected on a screen from an overhead transparency. The meaning of each event was then discussed by the designer. Students took notes. As part of the formative evaluation essay tests were given,to determine if transfer of learning had occurred, and, changes to the instructional delivery were made when needed.

Materials for Implementation Reproduced

The materials needed for the implementation of this design are included in the Appendices and are as follows: 30 copies of the pretest, copies of the contents of three overhead transparencies, a copy of the story, (A class set of copies of the story must be reproduced from the enclosed copy in order to distribute the needed quantity), 30 copies of the definitions of events. Implementation of this lesson design requires obtaining an overhead projector. The flip chart can be found at the location specified in Appendix F.

Instructional Delivery

The instructional design project lessons are described in detail in Chapter 3 of this document. The overall objective for implementation of the instructional activity involves the following: Given a story that contains a problem the students will read the story, identify the events that led to a solution of the problem and demonstrate how the problem solving process can be applied to problems in their own lives.

The purpose of this lesson is to show the students that by reading a story that contains a problem and a solution as well as a good theme, English class can be fun and productive. The students had learned the definitions of the elements of the story so it would be beneficial to instruct them as to what purpose knowing the names and definitions of the events, could serve. They were told that labeling the names of the events enables us to separate them more easily and to recognize the impact each event has on the whole story.

The students can then recognize that each event in a story, and many events in their own lives, are dependent and connected to the

Therefore awareness of the cause and effect relationships of events will help them to solve problems in their own lives.

Instructional delivery for this project took place at Ralph G. Reed Junior High School in Central Islip. A pretest (Appendix A) was designed to determine the students familiarity with the names of the short story elements, however, when this test was administered many of the students involved resisted and tried to assure the instructor that they had received thorough, previous instruction in the definitions of the names of the events of a short story, making the pretest unnecessary, the designer disagreed. After much cajoling the students complied with the request to take the pretest and successfully demonstrated their knowledge of the names of the events of a short story.

The procedure involved required reading the short story which took two 40 minute class sessions to complete. On the third day of instruction, the designer projected the first transparency (Appendix D) which contains a list of events from the story, but, not in the order in which they occurred. This list is written in red marker. Each student was then instructed to number the sequence of events, from the list on the projected transparency, in the order of their occurrence, as each student best remembered them. The activity with this first transparency took approximately fifteen minutes. A second list of events, (Appendix D) written in green marker and in the properly sequenced order, was then be projected. Next the students compared their numbered lists to the correct list projected on the overhead screen and made any necessary corrections to their lists at that time. This section of the lesson took ten minutes.

On the fourth day of the instruction, after receiving the

correct order of events, the students were asked to assign a label to each event based on the following criteria listed on a black marked transparency: The event which occurred first was labeled Introduction, the event which happened second was labeled Conflict, the third event to occur was labled Climax, the next two events, four and five were combined to be labeled as The Resolution of the Conflict and the Denouement. The final two events, seven and eight were labled as the Conclusion. Since each of these terms was previously defined in another lesson, recognition of these labels posed no problem.

The test in which the students assigned the labels of the events in a story, and discussed the problem and its solution, to the short story,"Thank you M'am" by Langston Hughes, and contained in their anthologies, was administered as planned. Since there were eight labels to be assigned, each had a point value of 12 and the student received 4 points for giving the correct order of the events. Therefore the entire test value was worth 100%.(Appendix F)

Data Collection

Instruments used for collecting data included a pretest of cognitive knowledge which required the students to define the literary elements of a story, sometimes called story grammar. This data was analyzed by assessing the number of correct responses on a scale of 1 to 8. Data was also obtained through the use of the one-on-one evaluations, small group trials and field trials as well as post instructional essays which served as post tests. Summative data was obtained through the use of questionnaires.

The written essays served as a post test and the results of the essays were analyzed to determine if the students could apply

the newly acquired knowledge to a real life situation which involved problem solving. In order to demonstrate this ability it was necessary for the student to read an essay question in which a hypothetical problem existed (or the student could address a real, personal problem) and for the student to then set up the possible action and chain of events, using the correct labels for each, and to suggest a possible solution to the problem based on their newly acquired knowledge, from various stories in the literature unit which all employ the same technique.

Summary

This chapter discussed the materials for implementation that were produced. The entire process of the instructional delivery was explained. This section included all of the trials and the time frame that was needed to execute the implementation. The process of collecting the data was reported in detail and their places in the appendices are noted.

By learning that events occur in a real life, as in a story, in a particular order, students will recognize that one of these events is a solution to a problem. Thus after completing the short story unit some students participated in individual and group trials to demonstrate recognition of how storylines follow a specific sequence for each of the events and that the problems and their solutions as presented in literature can be usefully applied in the students' own lives. Chapter 5 explained the process of delivering the intended instruction.

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CHAPTER 6

EVALUATION

Introduction

The evaluation of the lesson designed for this project enabled the designer to assess the benefits and success of the lesson and to determine if any changes were needed to make future implementation more successful. This chapter discusses how the evaluations were conducted, and it reports their results. Using Kirkpatrick's model for classifying evaluation (Kirkpatrick,1987), offers insight into how and why specific conclusions were drawn by the designer for future implications and implementation.

Formative Evaluation

The results of the formative evaluation yield information, qualitative and quantitative, that may be used to make a revision of the material(Gagne, 1985). Once revisions are made the materials go through further trials and evaluation in order to make them, "...as effective as possible."(Dick and Carey, 1985). The formative evaluation for this project included a few one-on-one evaluations, a small group trial and a field trial.

One-on-One Trial

In order to conduct this evaluation the designer sought three volunteers and had no problem getting respondents. A twelve year-old female of average intelligence and with average skills, whose first language is Spanish, agreed to participate. A young man, also age twelve, but with above average abilities and a thirteen year-old female who was repeating seventh grade, all volunteered for this project. Several other students volunteered but the lesson

designer believed those three to be a representative sampling of the target population. Since this was made part of an extra-help session, regularly offered by the classroom teacher, no permission was needed or obtained from either the parent or the principal to do this evaluation. In order not to detract from regular class time meetings were held after school.

The first youngster is referred to as student R, the second, as student S, and the third youngster is referred to as student T. First student R was asked if she had her notes from a previous lesson with her. These notes contained the definitions of the events of a short story. She said she had the notes and she took them out and reread them. Next, the short story, entitled "Frame-up on the Highway" was read. The designer and the student volunteer each read aloud from the text, alternating turns reading a page at a time. This took approximately one hour since , although it was a short story, it was still eighteen pages long. On the second day of our meeting student R was asked to look at the projected overhead tranparency of the events and to write them down on the sheet of paper which was provided. She recognized before she could be told that the events were not in order of occurrence. Then she wrote the list down on her paper . Next she was asked to number the events in the order in the order in which she remembered they occurred. This was done willingly. Finally, the transparency that contained the correct order of events was projected and the youngster compared her numbered list with the correct list. She was 100% correct and she beamed with pride. The combination of work on both tasks took thirty minutes to complete.

The one-on-one evaluation was conducted two more times, on the

next six consecutive days, following the same procedure with both student S and student T. The results for student S were virtually the same, although he took considerably less time to complete the task,(twenty-two minutes) which the designer attributed to the boy's above average skill and the fact that unlike student R, English was the boy's first language. The results for student T were the same as the other students in this evaluation but the procedure was modified and consequently took seven minutes longer because student T did not have the definitions with her from the previous day's instruction. To avoid problems with the small group evaluation, the designer distributed Xerox copies of the definitions of the short story elements to the students involved in that trail.

The following afternoon a post test was conducted, with each of the students in this group, which consisted of reading a new story, "The Sound of Annie's Silence", by Phyllis Fair Cowell, and identifying the events and assigning a label to each event as it occurred in the story. The new story was only three pages long and was easily read in fifteen minutes and the youngsters did not have the benefit of their notes or definitions.

All three students performed well but student R had difficulty discerning the resolution of the conflict from the conclusion. When questioned by the designer the students expressed an increased desire to read more stories of the nature of that one. They enjoyed the element of characterization as well as the challenge of labeling the events.

Small Group Evaluation

The Small Group Trial was conducted the following week, during the designer's free period with five students, one from each of

the five different English classes, during their study hall period. This group was selected on the basis of which of the students had a study hall during the designer's free period. Each of the five volunteers was unique in some way. Student A was a 12 year-old female who was in a Regents section of the seventh grade English classes. Student B was a boy, 13, from an Hispanic background who, besides attending a Non-Regents English class, was also enrolled in ESL classes as English is not his primary language. Student C was also a girl and she was in the other Non-Regents class and was classifed as learning disabled. Student D was a boy, age twelve, from a Regents section and Student E was a 14 year-old boy from the third Regents class, who was repeating seventh grade English.

On the first day of meeting, the story was read aloud with each student and the designer reading a page. Since the group, which included the designer, totaled six, each person read three pages aloud. The next day the story was completed with time for discussion. When the group resumed, on the third day, the designer explained that she would be projecting the first of the two colored transparencies, the red list onto the overhead screen and the students copied the list and then numbered the events in the order in which they thought the events took place.

This activity took nearly twenty-five minutes, more than the amount of time anticipated. Upon completion of the activity everyone briefly (for two or three minutes) discussed each of the student's recognitions of the differences in their recall about the events.

The following day the green list was projected with the correct order of events and the children compared their numbered lists to the list on the screen. Of the five students, two, Student C and Student

D received a perfect score of 100 percent. Student A had two incorrect answers because he switched the order of two closely related events. Students B and E each had three events wrong, yielding a score of only 70 percent. Upon investigation into this result the designer discovered that Students B and E had previously discussed coming to the Small Group Trial and had shared one copy of notes, from the previous day's lesson, that contained incorrect information. This may explain the fact that they each wrote the same three wrong answers since they did not copy from one another while the Small Group trial was being conducted. The remainder of the lessons went off as planned.

The results of this trial forced revisions in the method in which the field study would be conducted. The designer decided it would be necessary to explain to the students who participate in the field trial that it would ruin the experiment if they compared notes. To ensure further reliability the designer copied thirty sets of definitions and notes for distribution to the students in the field trial.

The Field Trial

The field trial was conducted with a full class of 25 students, during nine 40 minute periods. Many questions were encountered with this group of ambitious, bright, seventh grade Regents students . The process was different from what took place in the other two trials. Because, although this class read the story two days before the trial, and each student took notes as they deemed necessary, before they left the room each student was given the reproduced copy of the definitions that the designer had prepared after the small group evaluation.

On the day of the instruction with Lesson 3.0, the red

transparency was projected as intended and the students were asked to write the list and then number the events in the order in which they occurred just as was done in the two previous trials. Almost immediately there was a difference in the response from a member of this very bright group of youngsters. One boy said it would be futile to write the list in the incorrect order and then number them when they could clearly see that the projected order was wrong, however many other students disagreed with him and, in fact, asked for extra time to write the list and number them correctly, so the designer followed the original plan. Lessons 4 through 7 were each taught over the next four consecutive days in 40 minute class sessions. On the ninth day of instruction the students wrote essays to demonstrate application of the problem-solving process to their own lives.

By giving the students copies of all of the same definitions, the problems that occurred in the one-on-one and small group trials were successfully avoided. Results of the field trial showed that with a larger group more time would be needed for copying, writing and numbering, therefore the designer was forced to change the anticipated completion date of the project and adjust the P.E.R.T. Chart. See Appendix C.

SUMMATIVE EVALUATION

The summative evaluation is conducted to determine if the instruction is effective (Dick and Carey, 1985). It is apparent that only time will truly reveal how successful this document and the design will be, but for now in order to gather evidence of the usefulness of the instruction a summative evaluation is the desired

procedure (Gagne, 1985). The Kirkpatrick Approach to classifying the areas for evaluation uses four levels to focus on vital concerns for assessing the worth of an instructional design. The four areas are, reaction, learning, behavior, and results.

Reaction

A reaction questionnaire (Appendix F) was given to the participants of the study, two days after each student had participated, to solicit their responses to the instruction. The reaction from virtually every participant, in all of the trials was that he or she was happy that they had participated because, although it was work, it was like a game. Most students claimed to have enjoyed the competitive spirit of trying to order the events and label them correctly. Even the young man from the Regents class who initially had thought the lesson to be below his ability said that he liked sharing and hearing his peers reactions. He also indicated that the essay test afforded him the opportunity to think through a problem that he had been avoiding. That sentiment was typical of the repsonses received from other students in the section of the questionnaire that asked for additional comments.

The one-on-one evaluations and the small group trial yielded some of the most positve results as shown in Figure 1 where the designer recorded the long term results and changes that occurred as a result of the instruction. Also the designer used a student rating scale named by the designer, a "Gladness Scale" See Table 5. Simply stated this required the students to rate every short story, novel, and play that was read from September through April by assigning a number from 1 to 10 based on their level of enthusiasm for the piece of literature. As the school year progressed so did the

TABLE 5

The Gladness Scale

Name_____ Date_____

Title:_ _ _ _ _ _ _ _ _ _ _ _

I loved this story ! I'm really GLAD I read it.	10
This story was excellent ! really held my attention.	9
I enjoyed this story It was challenging	8
This story was very good but I could predict the ending	7
This story was interesting It was easy to understand	6
This story was easy to follow But it wasn't very interesting	5
This story was okay But it didn't keep my attention	4
This story had some good parts But it was difficult to read	3
This story was boring and It was hard to follow	2
I hated this story ! I read because I had to.	1

* Circle the number that best represents your reaction to the story.

---

students' knowledge of the short story elements and their importance to understanding and enjoying a particular story. With that progression was an increase in the students desire to read more challenging literature. Since the designer saw these students on a daily basis, over the seven month period, and taught the literature read by all of the students who participated in the project, it was easy to administer the "Gladness Scale" surveys.

The designer concludes that with the newly acquired knowledge about the literature and its relevence to problem solving in their lives, the students also developed an increase in self-esteem.

LEARNING

Each youngster came away with a new skill as was demonstrated by the labeling exercises that followed the actual implementation lessons. Indicative of learning success were the essays in which the students wrote about real or hypothetical problems and applied the problem solving techniques to them.

This task enabled the students to recognize how awareness of the cause and effect relationships of events can help them to solve problems in their own lives. Since each of the essays was based on a different problem, unique to the individual involved, it is difficult to report the results as no actual score was involved in the essay portion. The essays proved valuable for all the students because it forced them to write their problems out, confront their own situations, and explore possible solutions.

An alternative evaluative method for any student who struggled with the essay was also designed. This alternative involves role playing with a partner to demonstrate application of the problem solving technique that has been illustrated in the story elements, to

real life situations. The formative evaluation, however, did not necessitate use of the alternative method described above. The best outcome of this exercise was the positive student reactions given to the designer for offering the students a tool to problem solving that they might not otherwise have gotten.

BEHAVIOR

Phillips (1987), offers a checklist of behavioral changes one may be able to evaluate, and using that as her guide the designer observed and measured an attitude change in the students approach to literature. Before the instruction the students were less than enthusiastic to read almost anything. After instruction the most humorous outcome of the lesson is the change in the behavior of many of the students as a result of learning the lesson. Many of the youngsters have suggested that they can easily recognize the events of the literature they have read, and some of the students have begun to look for potential problems in the storylines of novels, plays and now poetry.

Prior to learning how to recognize conflicts and their solutions in literature and how these can be applied to their own lives, the students were reluctant to read. However, since the instruction was completed, enthusiasm has soared . this new positive attitude was displayed in approaching the reading of the novel, The Contender, by Robert Lipsyte, in March of 1990. This book's theme is about overcoming obstacles, such as prejudice and enviromental factors, to achieve success. The students strongly identified with the main character, Alfred Brooks, and looked forward to finding solutions to the character's problems. The designer observed and recorded in her journal, a newfound willingness of many of the students to participate

in oral discussions about the book. The novel is the last work represented on the graph in Figure 1 which shows the results of a post test administered immediately after the field study, in February, and a post test given in April after finishing the novel.

The parents of some of the students reported to the teacher, during conferences, that there was a noticeable change in their children's behavior which, when discussed with the children, was directly attributed to the instruction received. One mother told the designer that her daughter had a new sense of hope about school and a new tool for survival since learning how to recognize problems and their solutions.

RESULTS

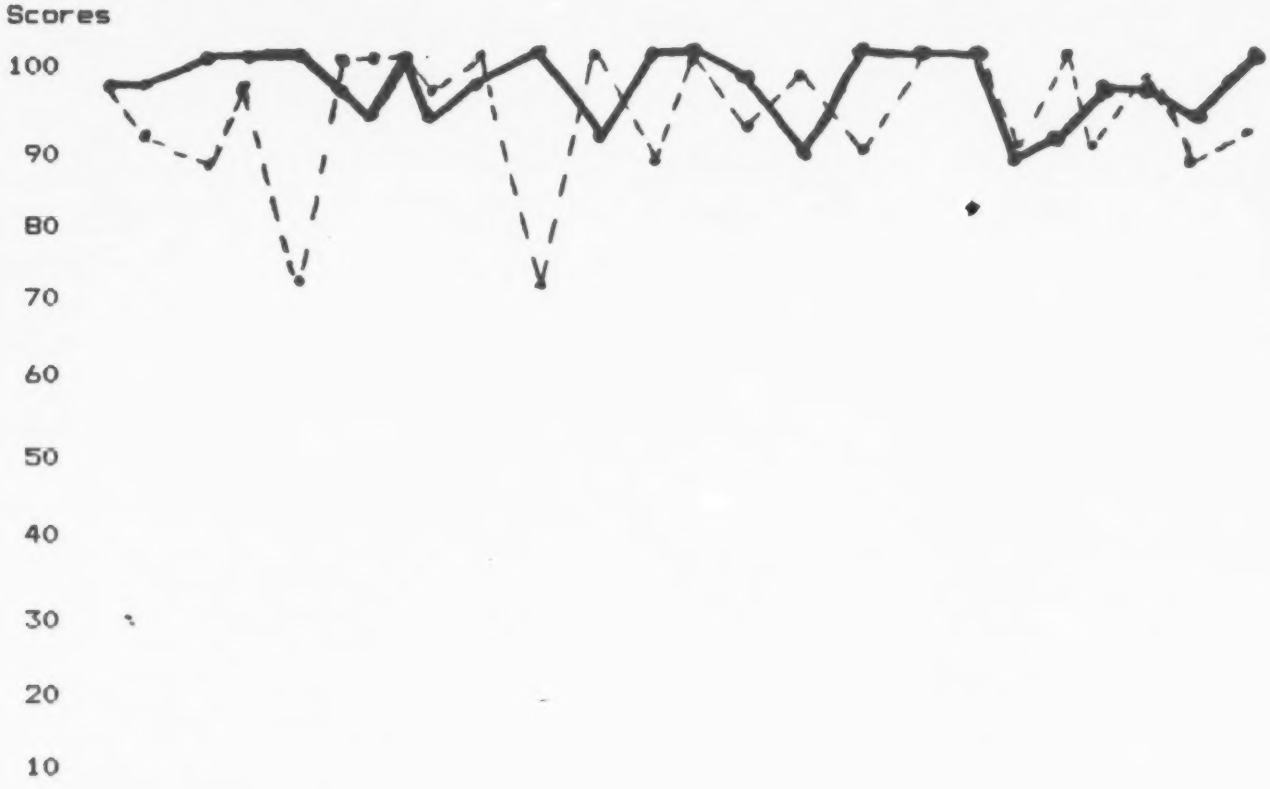
The results of the implementation of this learning objective are that when the classes read ROMEO and JULIET in early April 1990, subsequent to the original lesson, most of the students responded accurately to questions about the plot of the play. For example vitually every student in the class performed outstandingly on the writteo exam about the play, which contained a blank plot structure that required supplying the action that corresponded to the events as they were labled on the plot outline. See Appendix D.

The graph in Figure 1 illustrates the results of that test and compares those scores to the test administered after the instruction was completed in February of 1990 and based on the short story used in the field trial. The graph shows an increase in the mean score of 6 points from the first test to the last test,administered prior to the writing of this document.

Learning transfer occurred when the students wrote their essays about ROMEO and JULIET they cited such things as the fact that suicide

FIGURE 1.

Graph showing comparison test scores from 2/90 to 4/90 of Target Population, post instructional plotline structure tests.



The scores and summary for this graph appear in Appendix F

was not a productive way to solve any problem. These students were able to tell the events which led up to both Romeo's and Juliet's negative actions, and what positive course of action the characters might have chosen to produce happier results. Clearly, productive learning did indeed take place.

Learning Transfer

Learning transfer to new tasks occurs when the instructional design provides for retention of what is learned (Gagne, 1985). One such provision can be the opportunity to practice the learned, intellectual skill of problem solving, through reading a plethora of literary works that contain conflicts and resolutions. Another provision of the instructional design which ensures learning transfer is a large source of cues from diagrams, graphics and other visual medium (Gagne, 1985).

The designer of the instructional activity that is the subject of this document, was careful to include a variety of media for stimulation cues to enhance retention. Two of these are the overhead transparencies and the flip charts. The instructional design also provides opportunities to practice the lessons.

Several significant facts are revealed by Broad where she states; the desired results of training are generally achieved only in those situations in which management clearly demonstrates consistent support for the transfer of that training to the job; the word 'management' can be replaced by, educators, and the word 'job'can be replaced by, new learning situation.

Broad offers several situations between managers and trainees where praise, recognition, opportunities for transfer of learning, and on-going discussions go a long way to foster and increase learning

transfer. Many of these situations work for educational settings too.

The design of this project incorporates learning transfer opportunities. These are the role-playing, essay writing and continual reading of literature with conflicts and resolutions that can be identified as such and discussed.

Summary

This chapter contains reports of the processes involved in the evaluation of the implementation of the design. It discusses how the formative evaluation was conducted using a one-on-one trial group, and a small group, each of which resulted in changes in the design before the field group was studied. The large group became the target population when time became a significant factor in completing the research. Evaluation occurred through a pretest, and a post test essay as well as a reaction survey.

When the formative evaluation and the implementation were completed, the designer collected the data for a summative evaluation. This data measured the effectiveness of the instruction through assessing if transfer of learning could, and did occur. A graph was included to show the retention and application of the learning two months after the initial instruction. The graph compares scores from a post-instructional test to scores from a test administered two months later, on the same process.

The contents of the summative evaluation were directed by the Kirkpatrick approach to evaluating reaction, learning, behavior and results. Of importance to the success of the design, are the results. These are reported and followed by the research and implications for learning transfer within the educational setting.

CHAPTER 7

SUMMARY AND RECOMMENDATIONS

Introduction

The summary offered here discusses what the instructional design was about. This chapter will review the methods and procedures that were used to analyze the need for the design, design the project, develop the design, perform the instruction, and test the design. Recommendations for future use of the design or implementation of the processes described herein, are also offered in this chapter. A concluding statement ends the chapter.

Methods and Procedures Used

A Systems Approach Model, developed by Dick and Carey, was used to guide the project from its inception to its implementation and eventual evaluation. Others sources, such as Gagne's works were cited, throughout, as they offered invaluable guidance. The methods and procedures used followed the five step approach outlined by Dick and Carey.

Analysis

This section was comprised of three stages: A needs analysis assessed what deficit area(s) existed , that could be improved. A goal analysis determined what instruction would be offered to correct the deficit, and a task analysis was performed to define the instructional objectives.

The needs analysis revealed a growing number of discontented students who are at-risk of dropping out of school for many different reasons. One major reason detected was the abundance of personal

problems with which these students are confronted on a daily basis. Since the designer is a teacher of English Language Arts, she decided that a need existed to teach the students how to resolve their conflicts, through recognizing conflicts which have been resolved. One way in which this could be accomplished was to teach conflict resolution through the story line of many works of literature. Thus offering, through examples, some hope, and tools to the students.

The goal analysis was simple once the needs analysis was concluded, because it was born out of the needs analysis. An additional goal of the instruction was to influence the students to want to read more, this was accomplished.

Next the designer had to write the instructional tasks that would be performed to meet the instructional goal. This type of analysis serves as a task analysis. The tasks identified became eight individual lesson performance objectives.

Finally the target population was chosen. The original desire was to implement the instruction with all of the 140 students. However, the designer quickly saw the scope and magnitude of this dream and brought the target group number down to one class of twenty-eight students. The only remaining decision was, which of the five classes to choose? This question was answered by deciding to use some children from each of the classes, who represented the target population, in the one-on-one and small group studies. The field trial group acted as the target population and they were chosen simply because they are the middle class, of five classes, that the designer sees during the day.

Design

A Performance Evaluation and Review Technique chart (known as P.E.R.T.) with a time line was used to guide the planning stages of

the project in conjunction with a Gantt chart that estimated the completion dates for each of the design steps. See Appendix C.

A budget was then proposed and it was based on estimated time of project completion as well as the labor and material costs. See Table 2. The next step was to design the instructional strategy, and activities. After much research the designer arrived at a decision to focus on a literature unit which could be used to teach problem-solving. The instructional objectives were then determined and written and an accompanying teaching strategy was designed. The objectives were based on goals of the instruction, entry behaviors of the learners, sub-skills and criterion for perfomance. The final decision for instruction was to teach the unit in eight separate lessons, each with its own related, but unique, objective.

The next phase of the design was to assess what materials would be needed to implement the lessons. Then a search was conducted to see what materials were already in existence, and which of these could be used. Finally the designer settled on using stories from the classroom literature anthologies, overhead projector transparencies, and flip charts to facilitate instruction and supplement lectures from the designer.

Development

During this segment of the Instructional Systems Design Approach, the development of the activities and materials took place. The plan for the development evolved and each of the eight lessons was written and an accompanying media selection was made.

Next the acetate transparencies were created for use with the overhead projector. These were used with lessons 2 and 3. Then the flip charts for lessons 5, 6, and 7 were produced. The story was

duplicated thirty times, so that the students could own it and write on it.

The last items to be developed were the evaluation instruments. The designer decided to administer a pretest to determine prior knowledge and familiarity with the subject. This was designed in the form of a questionnaire. The next step was to develop methods to monitor progress and assess reactions to the learning. This was accomplished by building self-checks into the individual lessons, feedback portions from the instructor and a rating scale for the literature.

The final consideration in the development of the evaluation instruments and data collection was post-instructional measurements. Two tasks were developed that would offer a way to assess learning and transfer of the learning simultaneously. These were an essay of application and role-playing. Another test, to determine retention and transfer, was administered two months after instruction was completed.

Implementation

Implementation occurred in three phases. First the designer tried the unit lessons with three individual one-on-one trials. These were very successful, but yielded changes in the time necessary to complete certain lessons for those students for whom English was not their first language. Next, the small group evaluation was conducted and while it too was successful, a decision resulted from that trial, to supply a set of definitions to all of the students in the large group study. The field group became the target population and the results of their instruction were promising for retention and transfer of learning, based on the evaluation.

Evaluation

The trials served as the formative evaluation, implemented to determine if any changes would be necessary before the design could be judged useful. The formative evaluation was followed by a summative evaluation which assessed the effectiveness of the instructional activity. An essay served as a post test of application of the material learned, and to evaluate transfer of learning. A reaction questionnaire measured behavioral and attitudinal changes. A post test of plot line structure was administered after the implementation had been completed for more than two months and proved that retention was at a high level.

Conclusions

The enthusiasm of the learners remains high, the project was deemed successful in helping the students to appreciate the value of reading literature. The evaluation results demonstrated that all of the students learned the problem-solving process and the names of the events of a story. Many of the students seek reading matter more readily now, others still only read what is assigned.

In general there seems to be a quiet anticipation in the classroom when a new story or novel is introduced. This is good. Some students reluctantly ask if the works can just be read and not analyzed for a change. It seems, that sometimes, it is necessary to comply with this request, since the aim of the project was not to defeat their desire to read, but to give them new reasons for reading and new tools for living. Still, overkill can occur in the classroom, and often does, if the teacher is not listening carefully to her students.

The concept of the project was to provide students with a system

for analyzing stories and problems, so that they might have a tool for working on a level that required their most critical thinking and reasoning skills. The designer believes that, for these purposes, the project has proven to be a success

Recommendations

1. The designer advises allowing sufficient time to implement the design to all trial groups and a separate target group, as well.

2. Any persons wishing to substitute an audio recording of segments of the story may try it, since it was one of the designer's wishes that went unfulfilled, because of time, and materials constraints.

3. A videotape of one of the trial groups may provide insight into future implementations, this is another afterthought, unfortunately.

4. Provide the learners with ample practice and opportunities for application, but, remember to avoid saturation, so that they don't tune out.

Concluding Statement

Most of the time I love my job. I became a teacher because I wanted to make a difference in the lives of young people. Completing this project has helped me to do that. I love what I do because I thoroughly enjoy the English language. For all of its quirks and difficulties, in grammar, spelling and usage; there is a balance achieved when the study turns to literature; the stories, plays, novels, and poetry of the beautifully written word. I am fortunate to be able to combine my avocation with my vocation and I am blessed to enjoy the rewards of teaching.

I chose to teach in a district that some people call difficult. Like the English language, the difficult parts of my job are more than balanced by the rewards; the beauty of the challenge experienced in teaching students who are at-risk, and the benefits derived from interacting with my students become the rewards. Their lives have touched mine.

I hope to inspire my students to strive for success, to desire to be all that they can. I hope to encourage them to believe in themselves as much as I believe in them.

This instructional design project is just one way in which I hope to have made a difference, for I am grateful to have had the opportunity to learn as I teach. Mostly, I hope for a day when the phrase "at-risk" will no longer be applicable, because all youngsters will have hope, goals, and the opportunities to experience the rewards of hard work.

APPENDIX A

Pretest Questionnaire

Pre-instructional Activities

Pretest Questionnaire

Answer the following questions in 10 words or less. This is only a survey and will not be graded, so please be as honest as you can be. Your answers are only going to be seen by me, Thank you for your time

1. What is the title of the last work of literature that you read ?
2. What is your favorite book ?
3. Where is Damascus ?
4. Who is William Shakespeare ?
5. What is the climax of a story ?
6. What do you usually do after you get home from school ?
7. What is a conflict ?
8. How do you spend your weekends ?
9. What is a resolution ?
10. Who is the female you most admire ?
11. Do you like school ? Why or why not ?
12. What is your hobby ?
13. Who is your favorite author ?
14. What is a theme ?
15. Who is Van Gogh?
16. Who is your favorite music person or group ?
17. What is a pegasus ?
18. Who is the male you most admire ?
19. Where is the Eiffel Tower ?
20. Who wrote THE OUTSIDERS ?
21. Who is George Gershwin ?
22. What is Haiku ?
23. What is your favorite movie ?
24. Who wrote ALICE IN WONDERLAND ?
25. Where is Kennedy Airport ?

PRE-INSTRUCTIONAL ACTIVITIES

Motivation: I will tell or read a story about a problem I have and ask the students to help me to solve it.

Objectives: I will tell the learners that they will be able to recognize problems in stories and their solutions to use for themselves.

Prerequisite skills: The students need to be able to read and write.

Testing

Entry behaviors: I will give a story with no explanation, to be read and discussed, and see if the students will mention the characters problems and the solutions.

Pretest: none

Embedded items: questions for points of clarification.

Post test: An essay to demonstrate what learning has taken place will be required.

Follow-up Activities

Remediation: I will work one-on-one with the student using an easier (lower level) text.

Enrichment: For the student who performs well on the post test essay, I will ask the student to peer-tutor a classmate, and to look for problem-solving situations in their own lives where the problem-solving process can be applied.

APPENDIX B

FORMAT FOR INSTRUCTIONAL STRATEGY for

INFORMATION PRESENTATION and STUDENT PARTICIPATION

Format for Instructional Strategy for Information Presentation and Student Participation

Lesson 1

Information Presentation:

INFORMATION: The story we will read is going to help us to recognize that literature can be used to identify problems and their solutions.
EXAMPLES: The story contains a problem about a boy who has a car accident. He must prove he did not cause the accident so that he does not get sued.

Student Participation:

PRACTICE ITEMS: What are two things we can identify in a story?

FEEDBACK: State that the story can be used to recognize a problem of a character and a solution.

Lesson 2

Information Presentation:

INFORMATION: Events occur in a story in a particular order known as sequence.

EXAMPLES: In the story of "Little Red Riding Hood", the events are as follows:
1. The girl leaves home to visit her grandmother.
2. She disobeys her mother and takes a shortcut through the forest.
3. She meets the big, bad, wolf and she tells him she is going to her grandmother's house
4. He runs to grandmother's house before the girl does and he tricks the little girl.

Student Participation

PRACTICE ITEMS: What is the order of the following events in the story "Frame up on the Highway"?
1. The police believe Jimmy is at fault.
2. Jimmy finds a witness.
3. Jimmy hits Mrs. Murphy's car.
4. Jimmy Franklin is driving home from work.

FEEDBACK: State the correct order of the events as they occurred in the story.

Lesson 3.1
Information Presentation

INFORMATION: Labeling the names of the events enables us to separate them more easily and to recognize the impact each event has on the whole story.

EXAMPLES: In the story "Little Red Riding Hood",the title character appears in the beginning of the story, this is called the introduction.

Student Participation

PRACTICE ITEMS: Identify the event which occurred first in the story, "Frame up on the Highway" and label it as Introduction.

FEEDBACK: State that the event which occurred first in the story are as follows: Jimmy Franklin was driving on a dark, curved road at night when he hit a car driven by the wife of his father's best client. This is the introduction to the story.

Lesson 3.2
Information presentation:

INFORMATION: The problem of a major character in a story is known as the conflict.

EXAMPLE: In the story "Little Red Riding Hood", the little girl, disobeys her mother's orders and walks through the forest anyway. The problem arises when the girl meets up with the wolf.

Student Participation:

PRACTICE ITEMS: Find the problem Jimmy is faced with in our story and label that the conflict of the story.

FEEDBACK: State that Mrs. Murphy is seriously injured and her husband, the police, and Jimmy's parents all believe that Jimmy was driving recklessly. However, Jimmy maintains his innocence and says there was a witness who could clear him if he could be found. The problem or conflict of the story then, is for Jimmy to prove his innocence.

Lesson 3.3

Information Presentation

INFORMATION: The story contains a particular section where all the excitement occurs. This height of the action is called the climax.

EXAMPLES: In "Little Red Riding Hood" the girl finally gets to her grandmother's house where she once again meets up with the wolf who has disguised himself as her grandmother because he intends to eat the little girl alive.

Student Participation

PRACTICE ITEMS: Identify the section of the story where the action is at its highest point and the intensity is greatest. Label this section as the climax.

FEEDBACK: Tell the students that the climax of our story is when Jimmy searches for and finds the witness to the accident.

Lesson 3.4

Information Presentation

INFORMATION: When a problem is solved it no longer exists and we refer to that situation as the resolution of the conflict.

EXAMPLE: In "Little Red Riding Hood" the girl suddenly realizes that the wolf is not her grandmother and she fears for her life but she is rescued by a local woodcutter who hears her screams. This is how the conflict is resolved.

Student Participation

PRACTICE ITEMS: Choose the event in the story which shows how Jimmy's problem is solved. Label this the resolution.

FEEDBACK: State that the event which is the resolution is when the witness confesses that he has been paid by Mr. Murphy not to testify and he admits that Mrs. Murphy purposely hit Jimmy's car.

Lesson 3.5
Information Presentation:

INFORMATION: When all of the action has slowed and the problem is solved the story comes to an end which usually ties everything up neatly. This is the conclusion of the story.

EXAMPLE: In "Little Red Riding Hood" the woodcutter kills the wolf, frees the grandmother, saves the girl and everyone lives happily ever after. Plus the girl has learned not to disobey her mother. This is the conclusion of the story .

Student Participation

PRACTICE ITEMS: Write a description in your own words of what happened to end our story and label it conclusion.

FEEDBACK: State that the conclusion of "Frame up on the Highway" is when the police come to the Franklin home to apologize to Jimmy and his parents agree that they are proud of him for believing in himself and establishing his innocence. This is the conclusion of the story.

Lesson 4
Information Presentation

INFORMATION: Characters may be presented through a variety of ways in a story. Some are identified by their speech, some by their physical description, others by actions and still others by a combination of all of these elements. Each character is in the story for a specific reason, however.

EXAMPLE: In "Little Red Riding Hood" the wolf acts as the antagonist in the story so that the lesson can be taught. Through his words, actions, and description the reader is able to identify the wolf.

Student Participation

PRACTICE ITEMS: Choose one of the four major characters from the story and tell in a short paragraph how she or he is presented to the reader and how she/he is important to the story.

FEEDBACK: State the various characteristics and roles of Jimmy Franklin, Mrs. Franklin, Mr. Franklin and Mr. Murphy.

Lesson 5

Information Presentation

INFORMATION: Some conflicts are internal, that is the character may have a problem all his own where he is struggling alone with a decision. Other conflicts involve two or more people,that is a problem may be between one character and another or several others. This is known as an external conflict.

EXAMPLE: In "Little Red Riding Hood" the conflict is between the little girl and the wolf . This is an external conflict that the reader can "see".

Student Participation

PRACTICE ITEMS: Describe the conflict of our story once again and decide if it is internal or external and label it as such.

FEEDBACK: State that in "Frame up on the Highway" the conflict is external because it clearly involves people other than Jimmy.

Lesson 6

Information Presentation

INFORMATION: We learned earlier that the climax of the story shows the height of the action, it is the story's turning point toward the decline in the action.

EXAMPLE: In "Goldilocks and the Three Bears" the little girl is discovered asleep in baby bear's bed when the bears return home from an outing. This is the turning point because all of the rest of the action will be as a result of this discovery.

Student Participation

PRACTICE ITEMS: Choose the passage which best illustrates this turning point or climax of our story and tell how it is significant to the remainder of the story.

FEEDBACK: State that the passage which best illustrates a turning point in "Frame up on the Highway" is when Jimmy and his father locate the witness in a local bar. From that point in the story the conflict can be resolved because the truth comes out.

Lesson 7

Information Presentation

INFORMATION: The solution to a problem in literature is called the resolution of the conflict. It is important to recognize how a problem is solved so that we can apply the technique of solving problems in our own lives.

EXAMPLE: When the woodcutter enters grandma's house to save the little girl form the wolf, the little girl's problem is solved because the woodcutter removes the threat from the girl.

Student Participation

PRACTICE ITEMS: Choose the passage which clearly illustrates the resolution in "Frame up on the Highway" and write a statement explaining why you recognize it to be the resolution.

FEEDBACK: State that the resolution of the conflict is when Jimmy is cleared of all charges at the police station and his credibility is restored.

Lesson 8

Information Presentation

INFORMATION: Problem solving is a valuable tool which can be used daily in our lives.

EXAMPLE: In "Little Red Riding Hood" the little girl learns some valuable lessons which she can apply to her life in the future. She learns to obey her mother's warnings which are for her protection, and she learns not to talk to strangers and tell them where she is going.

Student Participation

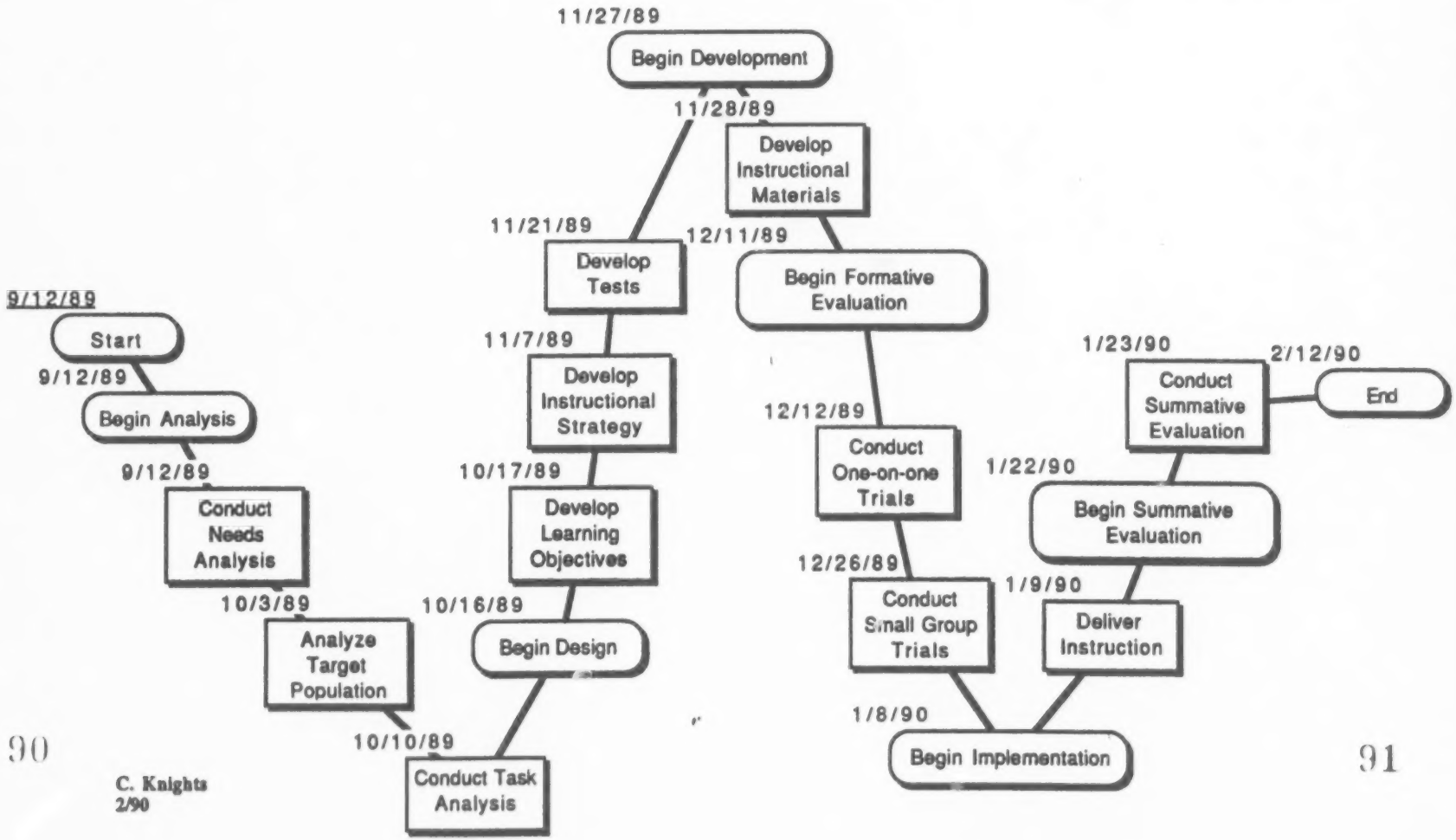
PRACTICE ITEMS: Write an essay explaining how the problem solving techniques we have studied in literature so far can be useful to you for application to problems in your own lives.

FEEDBACK: State that Jimmy arrived at a solution through careful planning, thought, patience and self belief. He knew he was not to blame for the accident so he took the logical steps to clear himself. He believed in himself, he worked hard and he succeeded.

APPENDIX C

Project Planning

Teaching Problem Solving Through Literature
Course Development Plan

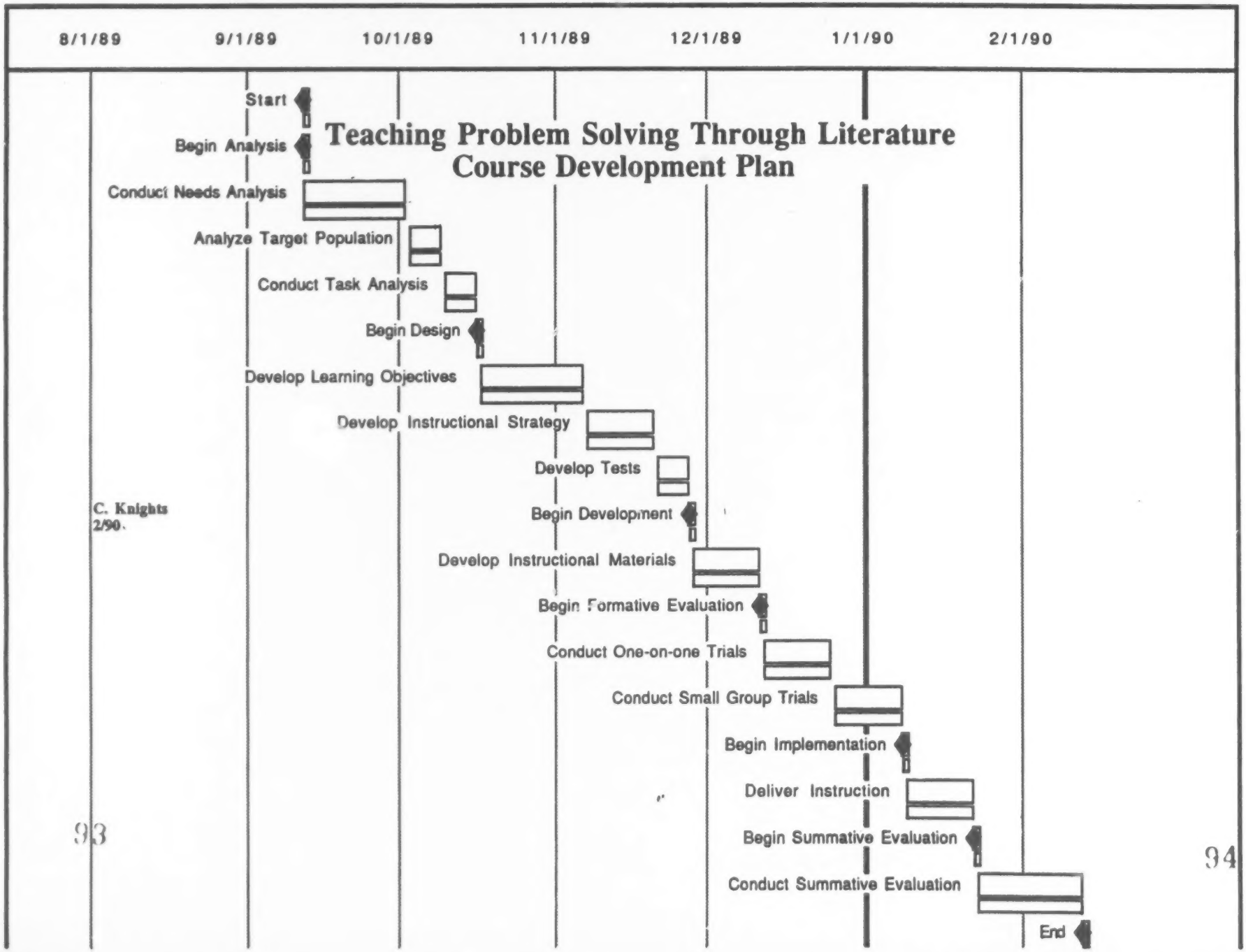


C. Knights
2/90

Pert Chart

Showing Instructional Systems Design Completion Strategy

DATE	STEP	TIME	ACTION
9-12-89	1.	3 weeks	Conduct Needs Analysis
10-3-89	2.	2 weeks	Analyze Target Population
10-10-89	3.	4 weeks	Conduct Learner Analysis
10-15-89	4.	1 week	Conduct Task Analysis
10-31-89	5.	4 weeks	Develop Learning Objectives
11-6-89	6.	3 weeks	Develop Instructional Strategy
11-30-89	7.	1 week	Design Test Items
11-30-89	8.	3 weeks	Develop Instructional Materials
12-15-89	9.	3 weeks	Conduct One-on-one Trials
12-26-89	10.	3 weeks	Conduct Small Group Trials
1-15-90	11.	3 weeks	Implement Instruction
1-30-90	12.	5 weeks	Conduct Evaluations


8/1/89
9/1/89
10/1/89
11/1/89
12/1/89
1/1/90
2/1/90
Start
Begin Analysis
Teaching Problem Solving Through Literature
Course Development Plan
Conduct Needs Analysis
Analyze Target Population
Conduct Task Analysis
Begin Design
Develop Learning Objectives
Develop Instructional Strategy
Develop Tests
Begin Development
Develop Instructional Materials
Begin Formative Evaluation
Conduct One-on-one Trials
Conduct Small Group Trials
Begin Implementation
Deliver Instruction
Begin Summative Evaluation
Conduct Summative Evaluation
End
C. Knights
2/90.

Project Budget

The labor costs were broken down to the five stages of Instructional Systems Design: Analysis, Design, Development, Implementation, and Evaluation.

The total cost of Labor was $ 2,010.00

The Materials cost was broken down into three categories: Textbooks, Duplicating, and Transparencies.

The total cost of materials was $ 48.35

The Grand Total for the project was $ 2,058.35.

These figures are represented individually in Table 2 of the text.

APPENDIX D

Reproductions of Transparencies

The First Transparency - RED

Here is a list of events from the story, Frame-up on the Highway. They are NOT in the correct order. Please write the events on your paper and number them in their proper sequence.
Sometimes two sentences could go together to make one event.

1. Jimmy finds a witness at a local bar.
2. The officer does not believe that Jimmy is innocent.
3. The witness tells Pop that Mr. Murphy paid him to keep quiet.
4. Mr. Murphy tells Jimmy to stop looking for the witness.
5. The police officers apologize to Jimmy.
6. Jimmy is charged with driving recklessly and causing serious harm to Mrs. Murphy.
7. Jimmy is cleared of all charges.
8. Jimmy Franklin has a car accident with Mrs. Murphy, the wife of his father's best client.

Second Transparency- BLACK

A label must now be assigned to each event based on the following criteria:

1. Label the event which occurred first as INTRODUCTION.
2. Label the events which occurred second and third as the CONFLICT.
3. Label the events which occurred fourth and fifth as the CLIMAX.
4. Label the events which occurred sixth and sevnth as RESOLUTION.
5. Label the event which occurred last as CONCLUSION

The Third Transparecy-GREEN

Here is the list of the events in the order of their occurrence, and with the events correctly labeled. Correct the order of your list and assign the label based on the following:

INTRODUCTION 1. Jimmy Franklin has a car accident with Mrs. Murphy.

2. Jimmy is charged with driving recklessly and

CONFLICT < causing serious harm to Mrs. Murphy.

3. The officer does not believe that Jimmy is innocent.

4. Mr. Murphy tells Jimmy to stop looking for the

CLIMAX < witness.

5. Jimmy finds the witnes at a local bar.

6. The witness tells pop that Mr. Murphy paid him

RESOLUTION < to keep quiet.

7. The police officers apologize to Jimmy.

CONCLUSION 8. Jimmy is cleared of all charges.

APPENDIX E

Definitions of Story Terms and Events

DEFINITIONS OF STORY ELEMENTS

1. INTRODUCTION-The introduction of a story is the beginning of a story. Usually it contains the setting and characters.

2. CONFLICT-The conflict of a story is the problem. It could be a problem shared by many different characters, or it could be a single character's problem. If it is a problem for an individual character, the reader must establish if the problem is internal or external.

3.CLIMAX-The climax of a story is the height of the action. It is the most exciting part of the story. It serves as the turning point for all of the action. It is during the climax when the fate of the central character is decided.

4. RESOLUTION of the CONFLICT-During this part of the story, the problem is solved. Once a conflict is resolved it no longer exists and the solving of the problem is known as resolution.

5.CONCLUSION-When the story is about to end it contains action that brings everything to a close. Most of the time it means the problems were solved, the loose ends were tied up and the story has a complete ending. This is called a conclusion. Sometimes if a story is a mystery the conclusion is hard to see, because it may seem as though there is no conclusion.

6. THEME- The moral or message of the story is known as the theme. What the story is about, is also called the theme. Do not confuse it with plot.

APPENDIX F

POST-LEARNING TEST AND QUESTIONNAIRE

Post Learning Test and Questionnaire

Post test for plot structure.

The following is a plot line structure. Please supply the story labels and information that corresponds to each event for _____(name of the story)

d._____

c._____ e._____

b._____

f._____

a._____

Action Information.

a.

b.

c.

d.

e.

f.

Reaction Questionnaire

Please answer the following questions as honestly as possible. They will not be graded. It is only for my information. Circle your choice, and us the space under each question for any comments you may have.

1. Did you enjoy reading the story ? Yes No

2. Did you learn anything new as a result of reading the story ? Yes No

3. Would you want to read more stories of this type ? Yes No

4. Do you think you can more easily recognize a conflict and resolution to your own problems, as a result of this instructional activity ? Yes No

5. Do yo think you are able to apply the steps of problem-solving to your own problems ? Yes No

6. Would you be inclined to tell your friends what you have learned ? Yes No

7. Would you recommend this instruction to your friends ? Yes No

8. Is knowledge of the story elements useful to you while watching movies ? Yes No

Comparison of Post test scores of 2/90 (immediately following instruction) and Post test scores of 4/90 (two months following instruction) for target population.

Student	2/90	4/90	up, down, same
1	96	96	same
2	92	96	up
3	88	100	up
4	96	100	up
5	72	100	up
6	100	96	down
7	100	92	down
8	100	100	same
9	96	92	down
10	100	96	down
11	72	100	up
12	100	88	down
13	84	100	up
14	100	100	same
15	92	96	up
16	96	84	down
17	88	100	up
18	100	100	same
19	100	100	same
20	88	84	down
21	100	88	down
22	88	96	up
23	96	96	same
24	84	92	up
25	92	100	up

Summary of Scores From Post test Evaluation

A summary of the scores on the previous page indicates an increase, two months following instruction, for eleven students.

Six students' scores remained the same, and eight students' scores were lower. The lower scores, however, were only down by three missed questions, or a total of 12 points.

These scores are represented on a graph which appears in Chapter 6, of this document on page 63.

APPENDIX G
Reproductions of Flip Charts
from the story "Frame-up on the Highway"

5.0 The Conflict

"You don't believe me either," Jimmy said "I don't doubt for a moment you believe you were driving safely. You may have been thinking too much about the accident you'd seen and not enough about your driving..."

"Face it Jimmy." "You can't sell it to me or anyone. Don't try to sell it to yourself." Pop replied

6.0 The Climax

Jimmy and his father were out looking for the witness who could clear Jimmy.

"You're the Champ," Pop said "I wanted to find out if he was for sale. He was. So I put my fist under his nose and asked if maybe he hadn't sold out to Murphy first. He had."

"He saw Mrs. Murphy run into you after you'd passed her, the accident was her fault. You're a kid, driving a heap. You couldn't pay anything to testify."

But a man who owned the car Mrs. Murphy was driving could afford to pay him <u>not</u> to testify." said Pop.

7.0 The Resolution

Patrolman Sam Riggio came to the Franklin home early the next evening. "We've come with an apology," Riggio told Jimmy "We didn't call you a liar, but **we refused to believe you**, and that adds up to the same thing."

"**We jumped to a wrong conclusion**; We let a hit an run driver get away." officer Bradford added.

Jimmy said, "**Did Mrs. Murphy do it?**"

Riggio nodded "Once we'd talked to your witness it was easy going. We went from him to Murphy, from there to Mrs. Murphy. **She gave us a full confession.**"

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